

# SIMPLE CHAPTERS

ON

## ENGLISH LIFE

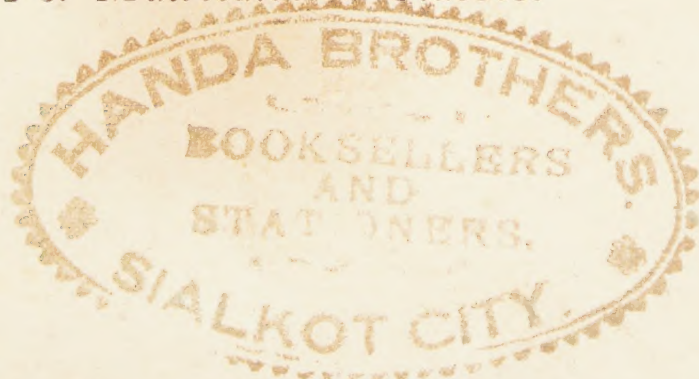
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*For Matriculation Classes.*



RAI SAHIB M. GULAB SINGH & SONS,  
LAHORE.

1934.

*in November 1912*  
*Page 105*

PUNJAB UNIVERSITY  
EDITION.

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Printed by L. Moti Ram, Manager, at the Mufid-i-'Am  
Press, Chatterji Road, Lahore, and Published by Rai  
Sahib Lala Sohan Lal, Managing Proprietor, Rai  
Sahib M. Gulab Singh & Sons, Lahore.

## PREFACE

THIS book is meant for the study of simple English by pupils preparing for the Matriculation Examination. In the early years of the study of English, a pupil may rightly be confined to familiar Indian topics : but as he approaches the High School leaving stage, he should begin to study English life and the English language together. This book has been written with the object of assisting him to do this, so that through acquaintance with some of the simple and more striking facts of English life, and of the ordinary vocabulary connected with them, he may be able later on to undertake, with more interest and understanding, a wider reading of English books.

A teacher unfamiliar with English life need feel no anxiety in using this book with his pupils, since care has been taken to give all the explanations necessary in the body of the text itself.

*different* Variety has been secured by including a few topics not bearing directly on England. *safer*  
*matters*

The exercises at the end relating to each chapter are intended to be illustrative only : teachers will no doubt depart from them as their own views and experience suggest.



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SP. Visvanathan

## CHAPTER I

### ENGLISH CUSTOMS

#### NAMES

No one can know a language well, or understand most of the books written by people who speak it, unless he knows something of the life and customs of the people who use it. So if you want some day to be able to read books written in English and for English readers, as well as books written specially for Indian pupils as this book is, some of the topics you read about should treat of the habits and customs of the people of Great Britain, *i.e.*, England, Scotland and Wales, and of English-speaking people who live outside Great Britain. Accordingly some of the chapters in this book will be on matters which may seem a little strange at first, but where there are difficulties I shall try to remove them by explanation beforehand.

I shall, of course, introduce English names into the lessons, and I shall choose some of the commonest names in use in England. Every member of an English family has a surname and one or more Christian names, as they are called. The surname is the same for all the members of

the family—it is the name by which the father is called by people outside the family. This name he receives from his father and hands on to his children, and his wife also takes it when she marries him. For example, Mr. and Mrs. Brown have the surname Brown; Mr. Brown's father was called Mr. Brown, and a son of his when he grows up will be Mr. Brown too. His daughter remains Miss Brown until she marries, when she will exchange this surname for her husband's.

But besides this name common to the family each member of the family has one or two other names, which are chosen for him by his parents. As amongst Indians, there is one set of names to choose for girls and another for boys. Examples of boys' names are John, George or Tom, and of girls' Mary, Alice, or Ellen. Brothers and sisters, relatives and near friends call each other by their Christian names; but others generally use the surname. Parents use Christian names when speaking to each other and to their children, but children usually call their parents 'Father' and 'Mother.'

### MEALS.

It is the custom in England and other countries where the climate is rather cold

to eat more often than do the inhabitants of warmer parts of the world. Food makes for warmth in the body and so helps it to resist the cold outside.

People in England have three or four meals a day. As a rule, they start with breakfast in the morning about eight or nine o'clock, at which they drink tea or coffee, and eat porridge, eggs, bacon and sometimes meat, with bread and butter.

The next meal, which takes place at about one o'clock, is called lunch, or, by English people in India, tiffin, and consists of meat with vegetables, and some kind of pudding made of flour, eggs, and butter, or rice and milk. Then follows afternoon tea, a lighter meal, at which tea is drunk with a little bread and butter and cakes to eat, followed in the evening by dinner.

Dinner is usually, among the upper classes, the main meal of the day. With richer people it consists of many dishes one after the other — soup, fish, meat with vegetables, and pudding, followed by fruit or nuts with wine to drink. Poorer people cannot afford to have so much variety. Potatoes are much used by the English who eat them both with lunch and dinner.

## CHAPTER II

### CHRISTMAS DAY

Christmas, which falls on December 25th every year, is one of the chief holidays or festivals of the Christian religion, as it commemorates the birth of Christ, whom the Christians worship as the Son of God. On this day it is the custom for the members of a family to give one another presents. For some weeks before Christmas the shops of the town are full of gifts suitable for old and young, and are gaily decorated, and brightly lit in the evening, in order to attract buyers. The children have been saving up their pennies for months, and now they go out, full of excitement, to buy presents for their parents and brothers and sisters.

On Christmas Eve, the day before Christmas day, when they go to bed, the little ones hang up a sock or stocking at the foot of the bed. During the night the playthings, sweetmeats, and other gifts for the child are put in this stocking, so that he discovers them there when he wakes on

Christmas morning. You can easily imagine what a pleasant excitement it is to a small boy or girl to be awakened early on Christmas morning by the Christmas bells, ringing in some church near-by, before it is yet daylight and to try to make out what all the presents in his stocking are.

The elder members of the family tell him that they are gifts from Father Christmas. This wonderful Father Christmas he pictures as a reverend old man with a flowing white beard and a kindly face who comes quietly into the room at dead of night carrying armfuls of toys for little children. The elder members of the family find their presents on the breakfast table.

During Christmas morning it is usual for Christians to go to church for worship and thanksgiving and afterwards, about midday or in the evening, to have a special Christmas dinner at which they eat, amongst many other good things a fine fat turkey and a plum pudding. After this they often play indoor games or make merry with singing or dancing.

Christmas comes in the middle of the English winter, when the days are shorter, darker and colder than at the same time in the Punjab, and snow sometimes falls. The English think a cold frosty day, with

snow lying on the ground, to be real Christmas weather.

It is also the custom to decorate the houses at Christmas time. There is a common English shrub called holly, which has sharp, prickly leaves and pretty, bright red berries. The children tear down great branches of these holly trees, as well as other evergreens, and bring them into the house and hang them up in bunches and festoons over doors and fire-places, and on the walls. This all gives a bright and cheerful appearance to the scene and adds to the feeling of festivity.

## CHAPTER III

### THE ENGLISH COUNTRYSIDE

England is one of the three countries which together form Great Britain. In size it is two and a half times smaller than the province of the Punjab, and you could fit it thirty times into India. England is much further north than India and is in consequence much colder. The cold however is not so severe as in the other countries of Northern Europe, because England is part of a small island and the sea retains heat longer than the land does.

England is so small that no part of it is more than 120 miles from the coast. Though so small it is a very varied country; there are hills and valleys, rivers and streams and many miles of good agricultural and pasture-land. Though there is no one rainy season, when rain falls for weeks at a time, as there is in the Punjab, yet there is seldom a season when it is dry for long. Scarcely a week passes without some rain falling, so that there are good crops of wheat, barley, and oats, as well as potatoes, turnips, and other roots.

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Owing to the frequent rain and the warm sun the grass is always green, and from spring-time onwards the fields and woods are full of pretty wild flowers, which blossom according to the season and make the country very charming. England is full of trees of many beautiful varieties, and as the autumn approaches the leaves of these trees turn bright red and yellow in colour as they die off; then as the weather becomes colder they fall in showers to the ground, where they lie like a golden carpet, till they decay. Throughout the winter the trees stand bare and leafless, till spring comes again, when they burst out into bud and fresh life.

English fields are very irregular in shape and size, and on the whole they are smaller than the fields of the Punjab and often they are not flat but may be situated on a steep hillside which makes ploughing very difficult. Horses are used to draw the plough in England and fine heavy animals they are, especially bred for the purpose of farm work, which requires more strength than a light riding horse would possess. You may think it strange when I tell you that there is only one crop in the year in England.

Most of the ploughing is done in the autumn and all the winter the fields lie

*now*  
fallow : the soil is frozen hard by the frost, and is sometimes under snow. In the spring, sowing is begun in earnest, and by March the grain is all sown, and is ready for reaping in September. Much of the land is kept under pasture—that is, it is grass-land for horses, cattle, and sheep to graze on.

The fields are all divided from one another by hedges, or banks, or often a hedge on the top of a bank. A hedge is a close row of low thick bushes, often prickly, and its purpose is to prevent the cattle straying from their pasture-lands to the nearest fields of crops, which they would spoil. A man can pass from one field to another by means of gates or stiles. A stile is a wooden barrier with one or more steps leading up and over it and down into the field on the other side. A man can easily climb over a stile, but cattle or other animals cannot do so.

You see here a picture of fields separated from one another by hedges. The field in the foreground is pasture-land, and there are cattle grazing in it. Here and there along the hedges are tall trees, but there are no trees in the middle of the fields as this would lessen the room for crops and interfere with ploughing.



It is a good thing to have some big trees along the hedges of pasture-land, as they give shelter to animals from the hot sun or from rain. You will notice that the fields in the foreground of the picture are flat, but in the background they slope away uphill, till they become quite steep as we see on the horizon. Each of the dark lines you see in the distance is a hedge and each piece of enclosed land a field. We cannot see here any gates or stiles but there are sure to be some, or how would the farmer pass from field to field? If there were gaps in the hedges through which he could push a way, then the cattle could do so also.





AN ENGLISH VILLAGE

## CHAPTER IV

### AN ENGLISH VILLAGE

The houses in an English village are much more scattered than are those of a village in the Indian plains. A village may extend for a mile or more, with cottages and houses here and there, singly or in groups, or farms, standing alone in the midst of their own land. All the same there is usually a centre point to a village, and this more often than not is the village green. (A green is a grassy stretch of land owned by the villagers in common, generally surrounded by cottages, and the villagers have the right of grazing their horses, cows, or donkeys on the green.)

In the old days fairs used to be held yearly on the village green, when there was much dancing and merriment, but now this old custom is dying out. Even now on holidays the village lads collect here for cricket matches and the other villagers look on and smoke and chat. Often there is a pond near the green where ducks swim about and enjoy themselves in the sunshine hunting for

frogs and insects in the water, and here the animals grazing on the green come to drink.

The church may be not far off, and there is certain to be an inn or two quite near. An inn—or public-house as it is often called—is a house where travellers can be provided with food and drink and beds for the night, in return for payment, much as in an Indian dak-bungalow. The innkeeper always puts up a sign on his house or on a high pole outside to attract the attention of the passer-by and remind him that here is a house where he may get some dinner. These sign-boards are brightly painted and show a picture, often of some animal after which the inn is called, as 'The Lamb,' or 'The White Horse.'

In this picture you see the village pond and behind it the green with ducks sunning themselves in the corner. Just behind the ducks, do you see a pole? This is the inn sign-board. The picture on it is not very clear, so you cannot see what it represents, or the name of the inn. Beyond is a white wall and a gate: this leads into the inn yard, where there are stables and sheds, so that the carriages or motor-cars of travellers can have shelter until their owners are ready to start on their journey

again. I can see a motor-car standing outside the inn now, so there must be some travellers refreshing themselves inside or perhaps visiting the church. At the back of the public-house you can see the square stone tower of the village church.

I wonder if you can tell me what the thin pole sticking up from the church tower is ? I expect not. It is called a lightning conductor. When there are fierce storms with thunder and lightning, there is a danger that one of the flashes of lightning might strike and destroy the church. To prevent this destruction, a strip of metal, attached to a metal plate sunk deep in the ground, runs up the church tower into the sky above. The electricity in the lightning is attracted by the metal, and it runs down the strip into the ground, where it loses its power, and so the church is saved.

Inside the ~~tree~~ near the little windows is a huge bell, ~~which~~ is rung on Sundays and festivals, to call the villagers to church. The rest of the church building is behind the inn and you are able to see it, but it is probably much larger than appears in this picture. A village church often holds four hundred people or more. A priest or clergyman lives in each village and holds services on Sunday, and looks after the poor people of the place.

You will notice that the inn and cottages near this green are all of two storeys. It is not often that one-storeyed houses are built in England as they are in the Punjab. This is partly because ground is so valuable and it saves space to have rooms one above the other, and partly because there is no intense heat such as there is in India, which would often make upper rooms uncomfortably warm.

On the right of the picture is a small cottage with a larger house behind. It is not possible to say with certainty, because the cart-load of hay cuts off the view, but most probably the larger house is a shop. If this surmise is right very likely this shop is also the post-office, for this is a little village, and there would be not enough business going on to make it worth while having a separate post-office. In such cases the post-office is combined with the chief shop—not, as so often in India, with the school:

The shop-keeper seems to do a good business, for he has a large well-built house. You can count three windows in the upper storey above the shop window, with plenty of space between them, so there are probably three good rooms there, and there must be still another above that, for there is a window under the sloping roof. It is a

three-storeyed house and is probably built of stone with plaster over it and a roof of slate. In more modern villages now-a-days, cottages are mostly built of bricks, but mud is never used for building, for the sun would not be hot enough to bake it hard and keep it firm, and the climate is too wet.

On Sundays shops are closed in England and the blinds drawn down to show that it is a day of rest. There is no school building in this picture, perhaps it is outside the village, so that there may be more room for the children to run about and play between their work hours. All children in England are compelled by law to attend school between the ages of five and fourteen, and the boys and girls usually go to the same school, though they sometimes have separate classes and teachers. In consequence of this law there is hardly any one now in England who is unable to read or write.

In the holidays, the village children help the farmers with the field-work, and when at fourteen years old they leave school, the boys obtain work as field labourers or they may choose to leave their village and take up work in a town as policemen, postmen, or shop-keepers. The girls become maid-servants in large houses, or

sometimes dress-makers, and many of them, too, go into shops or post-offices as assistants to help the postmaster or shop-keeper with his work.

## CHAPTER V

### THE SEA-COAST OF ENGLAND

When you consider how small an island England is, it must strike you that a large number of English towns and villages will be situated on the coast. It is very difficult for you, boys, living in the peaceful plains of the Punjab, to get any idea of how rough and strenuous the life of an English boy born in one of these villages on the sea-shore may be. Such a boy is accustomed to the sea from infancy, and would feel strange and lost away from it. When he is quite young he spends most of his leisure hours running about upon the sea-shore, playing with the sand on the beach or throwing stones into the water, for, in some places, the whole shore is covered with fine sand, whilst in others, there is a beach of stones and pebbles.

On some days the sea is smooth and calm, as you see it in the picture on page 18, the waves roll quietly in and break with a gentle splash upon the beach. Then the boy paddles barefoot in the shallow water, hunting for little fish and crabs and shells. These shells have been the homes

of tiny animals—shell-fish we call them—and when the animals die the empty shells are carried along by the waves and thrown up on the shore at high tide, and when the tide goes out again they are left lying there high and dry. They are much prized by children for their pretty shapes and colours. At other times the boy scrambles over the rocks, which, as you see, jut out from the water, and finds long glistening pieces of sea-weed growing on them or dangles his feet in the spray which the waves dash up from below.

Look at the picture and notice those steep cliffs in the background. He climbs



up these at the risk of breaking his neck and hunts for the nests of sea-birds which lay their eggs in holes in the sandy cliff's side. On other days the sea is rough, the wind howls, and great towering waves come dashing in front from the open sea. Then the boy has to be careful that he is not caught by the retreating tide and washed away out of his depth. *deep water*

Some parts of the English coast are very dangerous ; great rocks jut out from the sea, or are nearly hidden under water, so that a passing ship, whose captain is not well acquainted with these seas, runs the risk of striking on the rocks and being shipwrecked. As a safeguard against this, lighthouses have been built at the most dangerous places. A lighthouse is a tall tower, standing high up on a cliff, or may be on a rocky island *in the sea* out at sea. At the top of the tower is a great lamp which is always kept burning throughout the night, so that an approaching ship, seeing the light, may be warned of the unseen danger. On foggy days or nights, when the light would not be visible, a great bell is kept continually booming, also to serve as a warning.

On those coasts, where storms are most frequent, the waves beat with such force against the cliffs, that the lower

part of them is gradually worn away and then one day there is a landslip. The ground on top of the cliff having no support left to it breaks and falls with all that is on it—it may be a cottage or a church—into the sea.

By the time the village boy leaves school he has grown strong and vigorous with the healthy open air life and the sea breezes ; his face is burnt brown by the sun ; he is accustomed to be out in all weathers and to fear neither wind nor storm. He now joins his father in his work, and earns his living by fishing. They go out together night after night in their little sailing-boat and spend long hours on the water, the wind beating in their faces and their clothes soaked with spray. Often they are overtaken by storms and gales, and perhaps only ~~reach~~ the shore again with difficulty. Or ~~it may~~ happen that they never come back, for one night a howling wind and rough sea overturns the little boat, and both father and son are drowned. Such are the perils of a fisherman's life.

## CHAPTER VI

### A FISHING VILLAGE

The little village of Sunny Cove lies on the south-west coast of England. It is a rough storm-swept shore, and many sharp rocks stick up from the waves even far out at sea, so that it is extremely dangerous for the captain of any vessel who does not know his way about to venture into these waters. At one point a sharp ridge of rock runs out from the coast and becomes submerged a little way out at sea. The waters above look smooth and peaceful and many a ship has sailed innocently into this hidden trap only to be dashed to pieces on the crags beneath.

The furthest rock is so large as to form an island out there in the ocean, and on the topmost part of it a lighthouse has been built to warn approaching vessels of the risk they run if they come too close. The village itself lies in a sheltered cove in the centre of a bay. So sharp is the curve of the bay that its two sides reaching out into the sea on either hand form almost

a semi-circle, and a bar of sand stretches across the mouth with just one deep passage through it, so as to form a snug and safe little harbour inside. When the sea is rough the waves can be heard breaking and dashing on this bar of sand, and the villagers groan in pain.

The high cliffs behind the village are bare and stony and of but little use for cultivation, so that almost all the villagers earn their living by fishing and very thankful



they are to have such a <sup>place</sup> safe spot in which to keep their boats. The men of the village are well acquainted with the water around, and say there is no rock or crag unknown

to them ; so they face the dangers of the coast with a light heart, but their wives and mothers are not so confident. They remember how many a boat has come to grief in a sudden storm, and all in it have been lost.

The main street of Sunny Cove is flanked by a row of trim cottages, mostly whitewashed to make them look fresh and clean ; some have little gardens in front, which their owners take a pride in keeping bright with flowers.

At the end of the street is the village school, so close to the beach that the school children need no play-ground, but run straight out on to the sands when work is over. They are brown-faced, rosy-cheeked boys and girls, these children of the fisher-folk, and seldom wear shoes or stockings, so that they can wade and play in the shallow water as they come to their hearts' content, and while they are still quite young they learn to handle a boat, and row about in the harbour.

A steep narrow path leads up behind the village to the church on the hill, where the village folk go on Sunday to sing hymns and to pray and listen to the kind old priest who has lived there so many years that he looks on them all

as his children, and knows everyone by name.

If you turn to the right at the bottom of this path and pass the inn and the village shop, you would come to a cottage standing by itself in the midst of a little garden. It is a pretty old cottage, white-washed like the rest, with a roof of thatched straw. This belongs to Ben Williams, one of the sturdiest fishermen in the village; he has lived here for nearly fifty years, and his father lived here before him.

The garden looks neat and well cared for, and is filled with vegetables and flowers, for Ben has a large family, and finds it hard work to make both ends meet, so he grows all the food he can. His wife is a hard working woman, and the two are very fond of each other, and of their six jolly children.

The eldest son, Jack, is his father's partner and lives near-by with his wife. He and his father are joint owners of a fishing-boat, and day after day they go out together and cast their nets into the sea and haul in the silvery fish. Sometimes their luck is good and they return with a laden boat, and sometimes they have but little to show for their pains. Often they stay out all night at their work and

get back tired out at daybreak. Then the fish have to be sorted and packed in barrels and driven two miles to the railway station, where they are sent off by the early train to London and arrive there fresh and shining by 11 o'clock.

The next son, Dick, is the keeper of the lighthouse. He and his wife live in the bottom of the tower on the little rocky island and keep the lamp above bright and clean, and see that it shines every night with a clear, strong light as a guide to sailors at sea. He, too, often goes out fishing with his father, and lends a hand when fish are plentiful, and work heavy.

Next in age to Dick is Mary, the eldest girl. She helps in the village shop, which is also the post-office. Her work is to sort the letters when the post comes in, and to place them all ready for the postman to deliver in the village ; she also makes ready the bag of letters to go off by train, and sells stamps and post-cards to the villagers. Between whiles she sells tea and sugar, candles and matches or anything that a customer may need, for this is the only shop in the village and so it keeps a little of everything. The three youngest children are still at school but the eldest of them is already a sturdy lad and useful to his father. His business it is to drive the cart-load of fish to the

station in the morning before school begins, and to look after the shaggy pony who draws the cart.

*The women of the village have a hard life, for their husbands are nearly always away from home, and there is plenty of work to be done. The children have to be looked after, and the dinner cooked, the clothes washed and mended, and the bread baked, and any spare time can always be occupied in tending the vegetables in the garden. They are a patient, hard-working folk, and turn a brave face to trouble when it comes upon them ; but they dread the sea, and feel it is a cruel enemy, who is always ready to seize their dear ones from them.*

There are many such villages as this on the English coast, and now I want you to read a poem, written by a poet called Charles Kingsley, about a storm which took place suddenly one night, in which three fishermen who had gone out to sea were drowned.

### THE THREE FISHERS.

Three fishers went sailing out into the west ;

Out into the west as the sun went down ;

Each thought on the woman who loved  
him the best,

And the children stood watching them  
out of the town ;

For men must work, and women must  
weep,

And there's little to earn, and many to  
keep,

Though the harbour bar be moaning.

Three wives sat up in the lighthouse tower,  
And they trimmed the lamps as the sun went  
down ;

They looked at the squall, and they looked at  
the shower,

And the night-rack came rolling up ragged  
and brown ;

But men must work, and women must  
weep,

Though storms be sudden, and waters deep,  
And the harbour bar be moaning.

Three corpses lay out on the shining sands,  
In the morning gleam as the tide went  
down,

And the women are weeping and wringing  
their hands

For those who will never come back to the  
town.

For men must work, and women must  
weep,

And the sooner it's over, the sooner to sleep  
And good-bye to the bar and its moaning.

—*Charles Kingsley.*

## CHAPTER VII

### THE GAME OF FOOTBALL

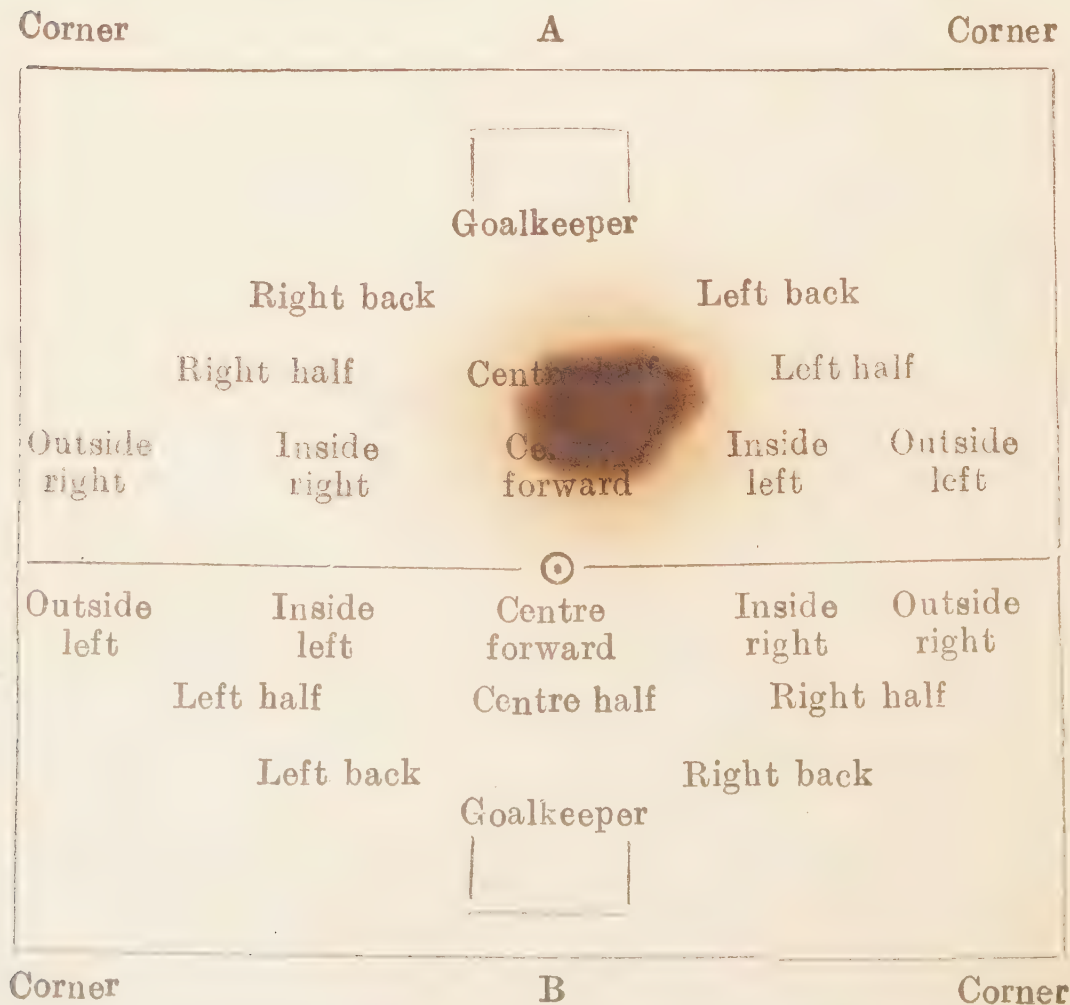
Most Indian school-boys play some outdoor game or other. There are a number of Indian games, which villagers, men and children alike, have played for many generations. But in recent years one or two English games have also been popular in schools and amongst these are football, hockey, and cricket. In England cricket is the chief *summer*, and football the main *winter* game, though as in India hockey has lately become as popular as football. Hockey and football provide more strenuous exercise than cricket, and for this reason are played in the cooler months.

To play football properly one needs a large oblong patch of level ground about a hundred yards in length more or less and about half as wide. For little boys a smaller ground will do. The boundaries of the ground ought to be clearly marked out by a chalked line and there should be a post or some very clear mark at each corner. A straight line also should

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cross the middle of the ground from side to side, and in the centre of the whole ground should be a small chalk circle. Then there should be four goal-posts, two at each end of the field. These are *stuck* across the middle of the end lines eight yards apart, with a cross bar joining each pair at the top. The football is a large ball and very light for its size and has an outer leather case with an india-rubber bladder inside, blown up tight with air.

The players on the football field should number twenty-two in all — that is, two



teams of eleven a side. And in each team each player has a special place in the field. The diagram will show the arrangement of the field and the team.

You will see that each team has five forwards, three half backs, two backs, and one goalkeeper. The forwards and half backs are called right, left and centre, and the backs right and left, according to their position. The goalkeeper is sometimes called 'goal' and a half back a 'half,' for short, but, *strictly speaking*, the goal is not the player but the place where he stands.

Look now at the diagram and see where in a team the inside right (forward), the left half and the right back, are standing.

The ball is in the centre.

Before the game begins, the two opposing captains toss, that is, one spins a coin in the air and the other calls, at a guess, one side of the coin—head or tail. If he guesses aright, that is, if the coin when it falls on the ground shows the side uppermost which he called out, he has won the toss and can decide on which of the two halves of the field his team will begin to play. The loser of the toss places his team on the other half, but his team has the right of 'kicking off' or taking first kick at the ball. After the centre forward has kicked

off, each team tries by kicking, and never handling, the ball, to get the ball between the goal-posts of the opposite side. This is called scoring a goal, and the side which scores most goals wins the game. A game usually lasts from an hour to an hour and a half, according as the captains decide beforehand.

Perhaps you will now understand the advantage of each player having his own position in the field. He does not, of course, keep to the same post throughout the game, he would get no exercise and do no good if he did. But he keeps to his part of the field, for example, a half back



keeps in front of the backs, the centre half keeping between the other two halves, the

inside left between the outside left and the centre forward, and so on.

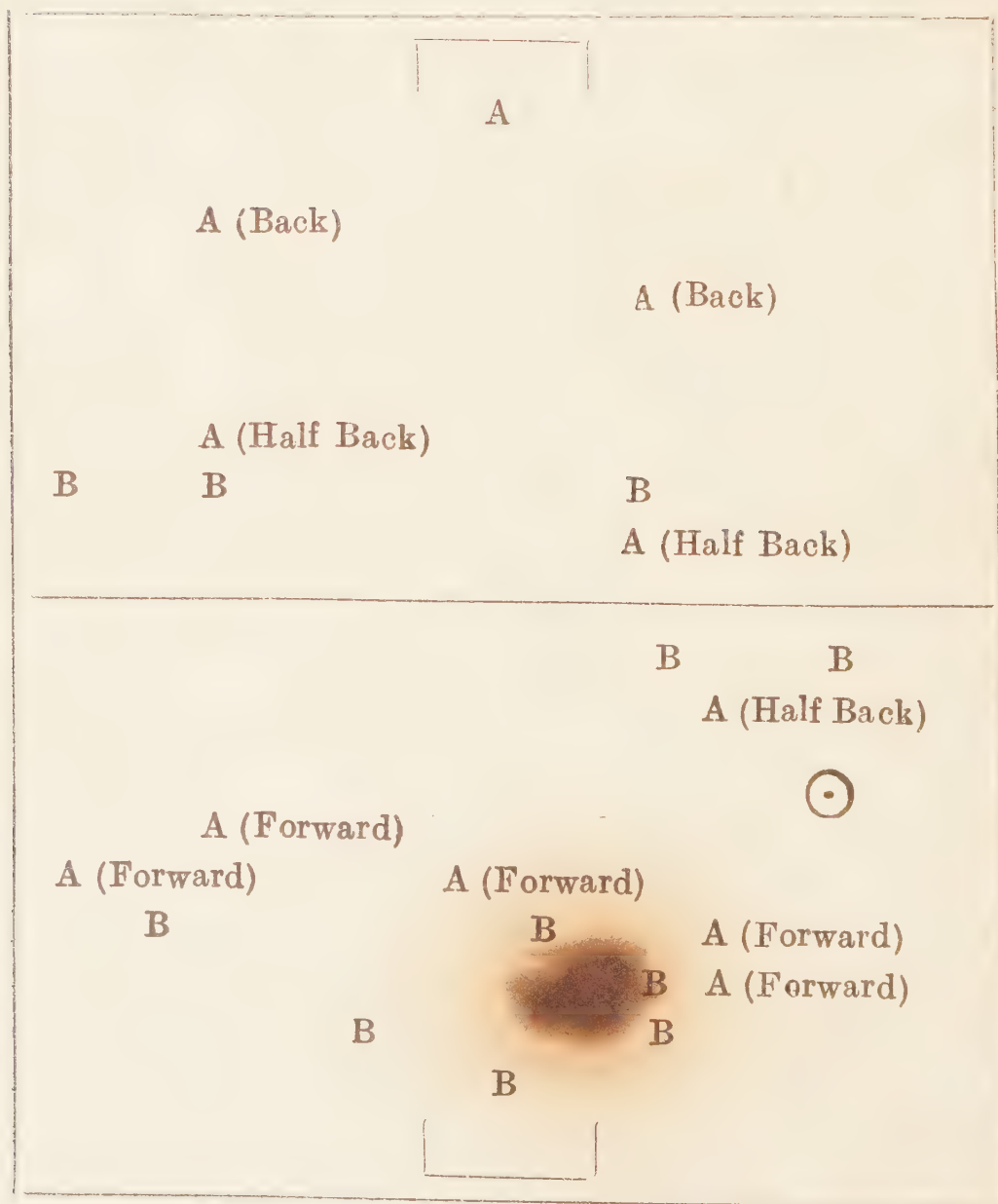
In this way when the players of 'A' team try to kick the ball down the field towards the goal of 'B' team, and the ball moves this side or that, there is always one player in particular near at hand to kick the ball and the captain and the members of a team know pretty well where each of their fellow-players is and can kick (or 'pass') the ball to any one of them. If the players had no fixed position they might all be in one place at once, or scattered anyhow over the field, and no one on any special area, to send the ball towards his opponents' or away from his own, goal.

Of course, when one team succeeds in getting the ball into their opponents' half (or end) of the field, the team also moves forward with the ball and the opposing team falls back. The little diagram on page 34 will show you the places in which the players might be found some time or other in the game.

I have indicated the players in 'A' team as A, those in 'B' team as B, and you can judge for yourself which are the

backs, halves, and forwards in ' B ' team.

A Team's Goal.



B Team's Goal.

Besides the twenty-two players it is usual to have an umpire or referee, who has to see that the rules of the game are

kept and that the two teams change ends (that is, exchange the direction in which they play) at half time. In matches, too, there are two linesmen one for each of the two longer boundary lines, to show the spot where the ball crosses a boundary.

If you have played football for any time you will, I dare say, know the most important rules and the penalties for breaking each of them ; and if you have not, the best way to learn them is to play with others who do know them, under a good referee. It is easier for you to pick up the rules in this way than to learn them by heart first and then try to recall them in the excitement of the game.

## CHAPTER VIII

### THE MODERN STEAMSHIP

It is largely from the hardy race of village fisherfolk that the sailors of the British Navy are <sup>taken</sup> drawn. Englishmen realised many years ago that living as they do on an island surrounded by the sea, it would be impossible for enemies to attack them if only they kept a large and strong fleet of ships to protect them. The British Navy is now the largest in the world ; it is made up of many ironclad vessels on which great guns are mounted for defence and attack against enemies.

Besides the fleet of warships which are kept for protection and fighting in time of war, England also possesses thousands of merchant vessels. These merchant vessels are ships used for trade, and travel all over the world carrying manufactured goods to other countries, bringing back foodstuffs and raw materials in return. It is quite probable that one of you boys has a coat made of English tweed, or some shirts made of cotton material, manufactured in

England, and the ships which brought these goods to your country may have carried away wheat or tea or coffee, or raw cotton from India to England.

The ship in which Columbus crossed the Atlantic was a sailing vessel. If the wind happened to be blowing in the direction in which he wanted to go, it was easy to race along at the rate of many miles an hour, but if the wind was against him, as it was on his return journey, it was exceedingly difficult for him to make any way

the  
way



at all and sometimes the wind might drop altogether and leave the ship floating idly

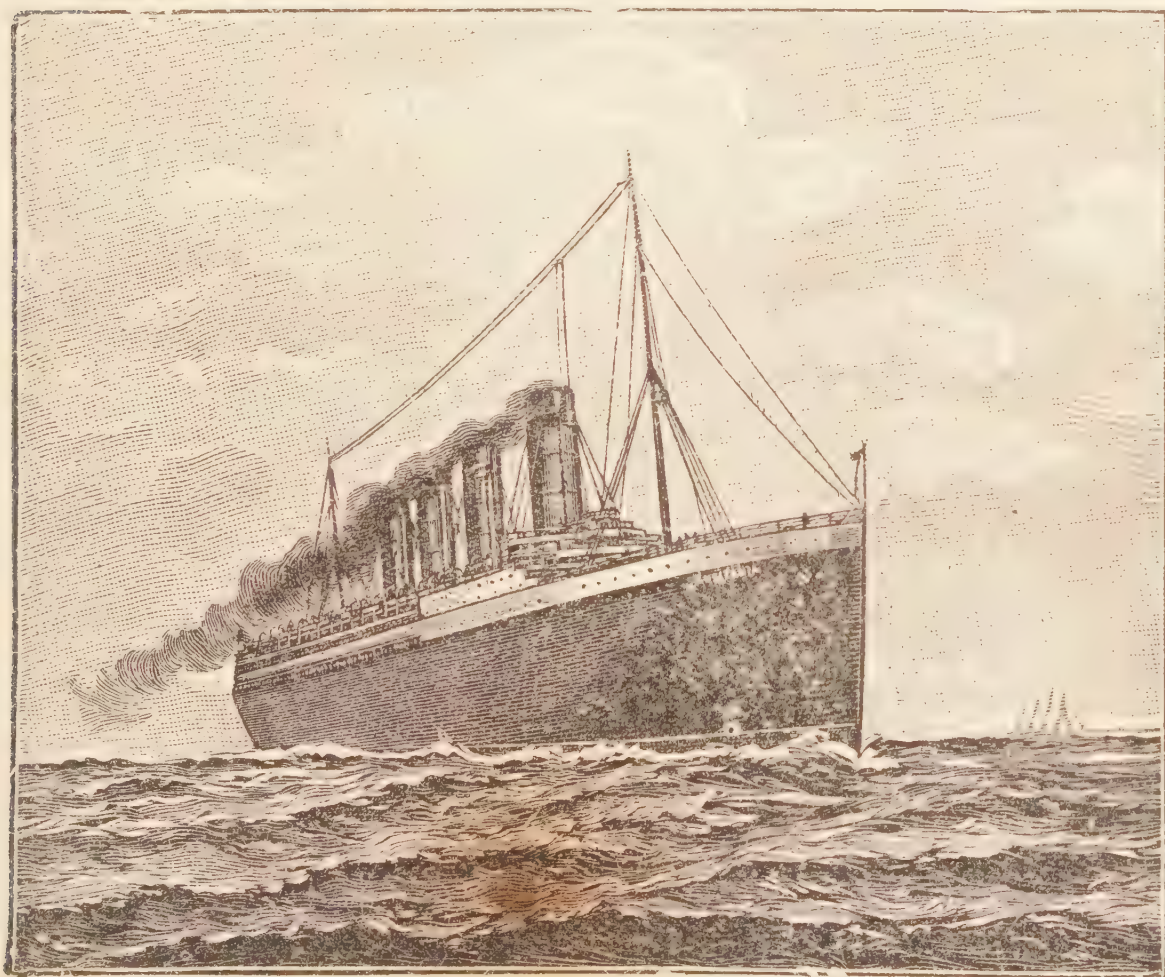
on the waves. Now-a-days sailing ships are *seldom* little used for trade though they are still employed by fisherfolk.

Modern vessels are all fitted with powerful engines worked by steam and burning coal or oil, and they are able to *to sail* make way at a good speed even against a strong wind, though they travel even more easily if the wind is with them. It is exceedingly pleasant to travel in a modern passenger ship. Everything is arranged for the comfort and convenience of the passengers so far as is possible within so limited a space. The ship may be so large as to carry as many as 500 or more passengers. Besides these, the ship will have a crew of *com* many men to do the work of the vessel, *and* officers to give them orders, and engineers to look after the machinery, to say nothing of cooks and servants to prepare and serve the food of so many people. Then there must be large supplies of flour, butter, eggs, fruit, etc., and great barrels *se* of fresh water, for the sea-water is so salty that you could not drink it without being ill. *additional*

Such food as might otherwise go bad is stored in the ice-chamber. This is a room specially built for the purpose which is kept cool by means of great blocks of ice, so that however hot it may

be outside, this room is always cool and fresh, and food will keep good in it for many weeks. There will be one or more large dining rooms on board, sufficient to seat all the passengers at dinner, and commodate

*will not  
go back*



other rooms especially arranged for writing letters or chatting or smoking.

*ab*  
*ans* A modern passenger ship has several decks of cabins, the rooms on one deck are built above those on the below deck and there are flights of stairs leading up and down, just as if it were a great house. On

the lower decks are rows and rows of little sleeping rooms or cabins so arranged as to save space, and above these are rooms for sitting in by day, and long decks outside for walking and exercise. Here, too, in fine weather, the passengers sit in comfortable chairs and pass the day in reading and talking.

The great engines which drive the ship are all down below in the specially constructed engine-room, and the smoke from the furnaces escapes through funnels. Look at the picture of the steamship. This is one of the splendid ships which runs across the Atlantic between England and America. See the smoke pouring out of the four funnels, and compare this fine ship with the little sailing vessel near it.

## CHAPTER IX

### HOLIDAYS ON AN ENGLISH FARM

It was July 1920, early in the morning, when Jack Wilson woke up. As soon as he opened his eyes he remembered it was the first day of the holidays, and jumping out of bed he woke his little brother Tom who slept in the same room. 'Get up, Tommy,' he called, 'it's holidays! Let's go for a bathe before breakfast.' Tom was sleepy and not so anxious to get up just then, but his brother insisted, so he was soon obliged to give in and get up too.

*yield*  
The Wilsons lived in a little sea-side town on the south coast of England, and the boys went to a day-school near by; yesterday had been the last day of term, and they had six weeks' holidays before them, which they meant to make the most of. *was* They were soon dressed and, taking their towels and bathing drawers with them, ran bareheaded and barefoot down to the sea-shore. There they threw off their clothes and plunged into the water.

Jack was thirteen years old and a good swimmer, so he was not afraid of the waves which broke gently on the beach that fine morning and he was soon swimming far off out of his depth. Tom was only eleven and not a strong swimmer as yet, so he preferred to stay in the shallow water, where he splashed about and enjoyed himself to his heart's content. The water was still cold in the early morning in spite of the bright sun, so after a quarter of an hour or so they came out and rubbed themselves with their towels till their bodies glowed, and having dressed, ran home, hungry to breakfast.

They found their father and mother in the dining-room, just sitting down to breakfast, and opening the letters which had come by the post. 'Good morning, boys,' said their mother, 'there's some news for you to-day. Guess what it is.' 'I know, mother,' said Jack, 'you are going to take us all up to London for a treat.' 'No,' answered their mother, 'you're quite wrong. But it is something about going away all the same. Here's a letter from your Uncle Will, inviting you and Tom to go and spend a month of your holidays with your cousins on the farm. How would you boys like to stay on a farm?' 'Oh please, please, mother, do let us go,' they both cried, 'It would be fun to stay on a farm.'

*such a  
pleasure*

*more about  
as much as  
he is*

‘And here’s a letter for you, Jack, from your cousin Harry,’ continued their mother. ‘It came enclosed in mine; read out what he says.’ And Jack read out as follows :—

SOUTH FARM,

*July 25th.*

MY DEAR JACK,—We hope that you and Tom will come and spend your holidays here with us. I find it very dull now that my brother Dick has gone to sea, and I should be very glad to have you here. Mother says you should bring some old clothes and thick boots with you; there’s lots of work to be done here now-a-days, as father is short-handed, so we shall all be needed to help with the harvest. I do hope you will come.

Your affectionate cousin,

HARRY.

‘Oh, mother, when can we start?’ said Tom, ‘May it be to-day?’ ‘No, indeed, boys,’ answered their mother, ‘not till next week. I must first get your clothes in order, and then there are the trains to look up and all arrangements to make for your journey. Be patient, and the time will come soon enough, but now get on with your breakfast.’

That week was spent by the boys in running about the beach and scrambling on the rocks, it was fine weather and they were as happy as could be. *They talked of nothing but the coming visit and of how jolly it would be to stay with cousin Harry, and of all they would see and do on the farm.* At last the day came : their clothes were packed in a little tin box, and after lunch their father took them to the station and saw them off in the train. It was the first railway journey they had ever made alone, and Jack felt full of importance at being in charge of his little brother.

They passed the time looking out of the window, and counting the sheep and cows they saw in the fields as they flew past, but by the time the three hours' journey was over they were heartily tired of it, and were glad to see their uncle's sturdy figure waiting on the platform as the train drew into the station. 'How do you do, boys?' he said, as he shook hands with them. 'I hope you have had a comfortable journey. Where's your box? Come along, we have four miles to drive, and we must look sharp if we want to get in by supper time.'

He led them out of the station and shewed them a spring-cart, with a strong

looking grey mare harnessed to it. 'Climb up in front, there's plenty of room for you both alongside of me and I'll tie your box up here behind. Now we're off.' He touched the mare with his whip, and they started off out of the station. *The boys were too busy taking in all they saw as they went along to do much talking, so they held their tongues and sat looking about them.* *observing*

It was still broad daylight when they arrived at the farm at six o'clock and found their aunt standing at the gate looking out for them. They shook hands with her, and said 'How do you do?' to their cousin Harry, a rosy-cheeked boy of twelve, and then they were led into the house where supper was laid, ready on the table. The boys felt very shy at first among so many strange faces but they were hungry after the journey and did full justice to the good supper, and soon afterwards, tired out with the day's excitement, they went to bed and fell asleep at once. *hard fill*  
*-is is is*  
*busy*  
*am*

The next morning when they woke, the sun was streaming in through the window and they heard Harry's voice outside calling to them, 'Good-morning, Jack and Tom; get up quickly and come and see the cows milked.' The two boys sprang out of

bed and hurried into their clothes and went outside. They had scarcely seen anything



of the farm the night before, so they looked eagerly about them. The farm house was a square, two-storied building with a slate roof, standing near a shady tree by the road-side. Opposite it, on the right-hand side, if you stood with your back to the house, was the barn, a big building with a sloping roof, used for storing grain; beyond this again, and directly facing the house was a long low shed, in which tools and agricultural implements were kept. Next to this was the cow-house, an airy, well ventilated shed in which the

cows were kept during the coldest weather, and where they were tied up for milking.

Beyond this was a fine hay-rick of dried grass kept as a supply for the winter when grass would be scarce for the horses and cows. Close to the house on the left-hand side was the stable for the cart-horses, and a little farther on another hay-rick, round in shape, and thatched with straw to keep it dry. The farthest building of all was an open shed, with a roof but no walls, in which the farm-carts stood when they were not in use.

The land just round the farm was level but the road which ran past the gate was on a slight hill and the fields across this road, which also belonged to Uncle Will, lay on a gentle slope. In the distance quite a steep ridge of hills could be seen with a white road winding over it and disappearing on the horizon.

The boys found Harry in the farm-yard, throwing handfulls of grain to the fowls, and followed him to the cow-house. Inside were two rows of cows each tied in a separate stall, and a couple of milkmaids were already at work filling their buckets. Harry carried a stool and a pail in his hands, and sitting down by the nearest cow began to milk her while his cousins

John  
bucket

looked on. 'Oh, I wish I could do that,' said Tom after a while, 'it looks quite easy.' 'So it is,' said Harry, 'when you know how. Come and try.' So Tom changed places with Harry and did his best to milk the cow as he had seen his cousin do; but try as he would he could not get a drop of milk from her. Harry showed him again, but with no better success. 'Oh dear, I shall never learn!' said Tom, looking bitterly disappointed, while Harry went into fits of laughter at his efforts. 'Never's a long day,' said Uncle Will, who had come in and stood watching the boys. 'Don't you give in, young man; I promise you if you come and try every day, and take your time over it, and treat the cow kindly she will soon let you milk her; it is just because you are a stranger that she feels a little nervous to-day.' And sure enough by the time a week was past Tom found he could milk the cow quite easily and took his place every morning and evening with the other milkers, and felt quite proud of himself.

The boys were soon <sup>free</sup> quite at home on the farm, but it is impossible to tell you of all they did there. They fed the fowls and collected eggs and went for long walks in the woods, hunting for flowers and birds' nests, and caught fish from the stream. But their time was by no means all spent in

spend some  
time on it  
shy

play, or it had been a fine summer, and soon after their arrival harvesting began, and all hands were needed to help. They went out with the farmer and his men into the wheat fields, and saw the corn reaped and bound *and into*  
into sheaves by a machine, which was drawn *bunches*  
by strong farm horses. They walked behind and set up the sheaves in pairs to dry. When the corn was thoroughly dry, the next thing was to load it into wagons and carry it off into a corner of the field where the threshing-machine was at work.

In the evening, after a long day's work, the boys would clamber up on the *jump*  
backs of the cart-horses and so be carried home to their supper. There was no need for reins to guide the horses, for they too were tired and knew the way to their comfortable stable as well as the boys did. They were all tired out, and soon after supper tumbled into bed for a well-earned  
rest. *jumped*

It was a happy, healthy life, and the boys were full of regrets when the month came to an end, and they had to go back home, and prepare for the new term which was to begin the following week. The holidays seemed to have flown, but there was no help for it. They said good-bye to

their kind uncle and aunt, and promised Harry that next summer he should come and stay with them in their home, and learn all about the pleasure of the sea shore.

*Proverb.*—‘Never’s a long day.’

*Ghulam Nali 10th St*  
*Government. High School*  


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*Ghulam N*

## CHAPTER X

### LONDON

London is the largest city in the world, and, to a visitor, full of wonderful and interesting sights. The business part of London is called the city ; the streets there are lined with offices, warehouses and shops. During the day, the streets are crowded ; clerks and business men hurry to and from their work ; wagons full of goods pass from the docks to the warehouses and back again ; every one is busy and no one has time to spare.

But at night the city is almost empty, for it is strictly a business centre ; there are few dwelling-houses, and *no one sleeps there at night but caretakers and those clerks and foremen who are in charge of buildings and works.* Where, then, do the workers live who throng the streets of the city by day ? They live outside the business centre, some in other parts of London, and others further off in the suburbs. Suburbs are houses and streets outside a town. The London suburbs are sufficiently near for business men

to come into the city every morning by train or omnibus and to return again to their homes in the evening.

An omnibus is a public conveyance, with covered sides and roof. It carries twelve to twenty persons, and perhaps as many outside seated on the top. Not many years ago omnibuses used to be drawn by horses, but now they are run by motor engines and go by the name of motor-omnibuses, or more shortly, motor-buses.

Motor-buses run all over London in every direction. Each omnibus has a fixed route and runs backwards and forwards over it during the whole day, so that people wishing to go from one part of the town to another can travel in a motor-bus at the cost of a penny or two all the way to their destination.

Let us take a drive on one of these motor-buses, for it is an excellent way for a stranger to see and learn something about the town. We will start from the Bank of England, which is in the very heart of the city. Step on the omnibus and climb up that little flight of stairs to the top; we shall get a far better view from up there than we should through the windows from inside. We pay our fares to the conductor and receive a ticket in exchange, the driver

starts the engine and we move off. We go but slowly, for the streets are crowded with all sorts of carts, carriages, and wagons and the driver has to guide the great heavy omnibus very carefully through the traffic to avoid an accident.

The street is paved with smooth wooden blocks, so that we run very easily. On each side is a pavement ten to twelve feet wide, slightly raised above the street level, for foot passengers. The pavements, made of square blocks of stone, are very necessary, for people walking in the roads are in danger of being run over. In the crowded streets they have to be very careful when they wish to cross through the traffic from one side of the street to the other. In wide and crowded streets there are little raised pavements, like islands, in the middle of the streets. Here people who have got half-way over in safety can wait until a chance comes to complete the crossing.

The traffic is carefully regulated—all the vehicles going in one direction have to keep to one side of the street, and those coming in the opposite direction to the other. In this way the dangers of collision are much lessened. *Policemen are posted here and there to see that these rules are carried out and to keep order. Now there is a clear space before us, and our driver seizes the*

*opportunity of covering the ground rather more quickly.* He overtakes the slower horse-drawn carts and slips through the narrowest openings between wagons and carriages in a way that seems to us, country folk, very risky ; but he is used to it and thinks nothing of it.

Soon we come to a standstill at a corner. A policeman in the middle of the road has held up his hand and the traffic on our side of the road has to stop while a stream of vehicles crosses in front of us. Let us take the opportunity of looking at the shops. The buildings are mostly five or six storeys high, and are so built as to stretch continuously down the whole length of the street on either side. There is no space between them.

In the front of each shop is a large glass window behind which goods are arranged to attract customers ; above them in the upper storeys are offices or store-rooms. Here is a boot shop, with the window full of boots and shoes of all shapes and sizes and each pair has a ticket stuck on it naming its price. Next door is a grocer's shop, where foodstuffs are sold—tea, coffee, sugar, flour, rice, etc. Beyond is a shop selling gentlemen's clothing—shirts and vests, gloves, socks, ties, and hats are attractively arranged in the window, and

passers-by, who have a few leisure moments, stand looking in at them.

Further on is a bookshop, and here and there are restaurants, that is, shops which provide meals ready-cooked, where the busy city men can get a quick lunch at midday. Now the policeman stops the traffic which has been crossing our path and signs to us to pass on in our turn.

We are leaving the city behind us and approaching the West-end of London. The business offices and warehouses become fewer and the streets are rather less crowded. There are rows of fine shops, their windows filled with clothing; women throng the pavements, and pass in and out choosing what they want to buy. In the quieter side-streets of the main road are dwelling-houses and hotels, and beyond is a street of large houses, where the most famous London doctors live. Now we come to one of the many London parks.

*A park is a large open space, kept as a public pleasure-ground.* It is carefully laid out with trees, green grass, and flowers, for the enjoyment of the townsfolk. There are pleasant walks, and seats where one may sit and rest awhile, and in some are big ponds where one can hire a boat and row about in the summer time. Children love the parks,

they roll on the grass and play and delight in escaping for a short while from the dreary miles of streets and rows of buildings outside. Our omnibus may not go through the park, and carts or wagons are forbidden inside, so that the roads which run through it may not become too crowded or dusty, and the rich folk of the town can drive there at ease in their carriages:

Now our omnibus is nearing the end of its course ; we will get out at the next corner and take a short walk, and then I want to take you back by another way, which I think will surprise and interest you. All the large houses, which you see here, belong to very rich people, who may be business men, merchants, lawyers or barristers, etc., having their offices in the city ; *to live out here they must be very well off, for rents are very high in these parts.* Let us turn off down this side street ; the station from which we are to return is only a stone's throw from it. There it is at the end of the road, it has ' Tube Station ' written over it in large letters.

Have you ever travelled by a railway which runs under the ground ? I expect not, yet this line by which we intend to go does so, and indeed the ground underneath London is a net-work of tunnels and passages, with trains running in all directions. Quite

probably a train is running right underneath our feet at this moment.

Let us go and see for ourselves what it is all like. The railroad is far down below the surface and we have to descend by a lift. We step through an iron gate, into what seems to be a small room; this is the lift. It moves down from the street level to the railway far below the street, and up again. This lift is packed with people, standing as close as may be to one another. The attendant-in-charge shuts the gates and turns on an electric current, and we feel ourselves and the room and every one in it sinking down, down, down. We stop gently at the bottom; the gates slide back automatically and we step out into a tunnel. It is lit by electricity.

The tunnel is of some length, broad and high and with plenty of air, and ends in a slope, at the bottom of which are two platforms, one on either hand. On one is a notice 'To the City,' so we turn this way and wait on the platform for the train. Below the platform lie the rails, which vanish at either end into a dark round tunnel. A rumbling is heard in the distance and in another minute we see the light of the train appearing from the tunnel as it rattles into the station.

Now follows a clanging of opening gates and shouts from the train conductors to 'hurry on, please' and we press on with the crowd and take our seats in one of the carriages. *Almost immediately the train is off again—there is no time wasted on the Tube!* The train passes the bright platform and we enter the dark round tunnel. We travel fast amid noise and clatter from the echoing walls, so that we can scarcely hear ourselves speak. Every few minutes we stop at a station and passengers hurry off and on.

Here we are at the Bank again in no time, and here a fresh surprise is in store for you. Do you see that notice, 'Moving staircase to street'? Here it is—a staircase which moves continually upwards as if of its own accord. Step on at the bottom and stand still. We are being carried upward without any effort on our part; this serves instead of a lift. Soon the fresh air from above blows on us again, as we have reached the street level. Stepping off we go out into the crowded street and find ourselves at the Bank once more. Another day we must make an expedition in a different direction and see some other London sights.

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## CHAPTER XI

### TEACHING THE DEAF AND DUMB

There was a time when it was not uncommon in England to come across people who were said to be deaf and dumb, and there are still very many people so-called deaf and dumb in India. As a matter of fact, however, though these people have never learnt to speak, very few of them are really dumb at all—nearly all of them could have been speaking quite well to-day if only they had learnt to do so.

Most 'deaf and dumb' people are deaf only. They remain dumb, not because they cannot use their voices, but because they never heard the voices of others, and so have never known the sounds by which ordinary people make their thoughts and feelings and desires known to one another. When you and I were little children we lived already in a world of sounds : there were sounds of the birds and beasts, of the wind in the trees, of the water coming from the well, and of the thunder in the sky, and of the voices and cries of the people who

lived around us. There were noises of carts in the street or road, of people walking or moving, of doors opening and shutting, and of objects being moved about in the room or out of doors.

But the sound that came most often and earliest to our ears was the sound of our mother's voice, as she spoke to us in play, or sang us to sleep. And when we heard her or others around us speaking, gradually we grew to know what their different words meant. So we began to imitate them, using, to tell our wishes or thoughts, the same words ourselves. But it was a long time before even you and I, with our clear hearing, learnt to put everything that came into our minds, into words, or to pronounce these words correctly. The little deaf child hears nothing, and so he never knows of sounds which he might imitate if he could hear them. He remains, not dumb in the strict sense, but speechless, and the world he lives in is still and silent to him.

I have just returned from visiting a school for the deaf. I have spoken to the deaf children and they have understood my questions and have been able to answer them in the same English that you and I also speak. How have they learnt to do this? They could hear the sound neither of my voice questioning nor of their own

relying yet they have learnt to make sounds that they know nothing of.

Come into the room where the class of deaf children are seated, and ask them a question. Some of them you see ready and eager to answer, others not. Why is this ? Ask again and you may find out. Those who are ready to answer your questions are those who were looking carefully at you while you spoke ; those who did not look at you cannot answer your question because they do not know what you said. Place a child facing you and ask him another question. Watch his eyes. He is looking at you intently, but it is not your eye he is looking at, but your mouth. He is watching carefully the movements of your lips and your tongue, so far as he can see them. It is indeed by seeing, not by hearing, that he understands what you say.

With every different sound you utter there is a different movement or position of your lips and tongue, and gradually by repeated watching of your mouth when you utter any particular word or sound, the deaf pupil comes to know what word it is you say. ' But,' you will say, ' he may know the word or the set of movements that go with it and yet not know its meaning.' That is true enough, and in the same way you and I may know by sound, and be able

to repeat, some new word of which we do not know the meaning.

The deaf pupil learns the meaning much in the same way that you and I do. If I want him to understand the word 'cup'—to know, that is, what it stands for—I can point, whenever I utter the word 'cup' to a cup near at hand ; when I say 'walk,' I can show him what walking is ; and so on. *You and I learn words by hearing, and their meanings partly by hearing others explain them to us, partly seeing things or actions that they stand for ; or we often guess their meanings from other words in the sentence.* The deaf pupil comes to understand language in the same way except that, to him words are not sounds uttered by the voice, but movements made by the mouth, and he connects each meaning with these.

There is another question which you may still think of asking me. You may perhaps say : ' Yes, I understand how a deaf pupil can know what one says and can understand it, but how does he learn to speak, for he has never learnt what sound is ? How can he make the right sounds if he has not first heard them ? Does he really come to say "cup" aloud when he means cup, and "sleep" when he thinks of sleep ? ' and so on.

It is not easy to answer this question without explaining at length the actual working of the human voice; how, in fact, different muscles of the throat and mouth work together to create the different sounds of language. Though the child cannot hear sounds he can, however—unless he is dumb—utter sounds all the same. He does so often—when he is hurt, for instance, he cries. When he makes these sounds, he does not do so by moving lips and tongue only. You can make all the movements of lips and tongue that are used in saying the sentence, ‘How old are you?’ without making any sound whatever. Try and see.

The muscles that you use in making a sound or uttering your voice are another set of muscles at the back of the mouth towards the throat, and when you start these going certain vibrations, or very rapidly repeated movements, take place in the part of the throat below the chin. To make the particular sound that stands for a particular word, besides the moving of the lips and tongue in a particular way, these throat organs have also to be set vibrating. What the teacher has to do is to make the pupil feel this vibration when he speaks, and this she does by holding the pupil’s hand against her throat as she speaks, and by showing by a look or smile that he is doing right when he starts this vibration

in his own throat. If he does this and also makes the right movements of lips and tongue, he will utter the sound of the word without knowing it.

One thing that struck me in this school for the deaf was the eagerness and brightness of the children, and their real enjoyment of their lessons. A child born deaf may not know for a long time that he is in any way different from other people, but sooner or later he finds this out. He sees other children laughing and chattering and playing together, and that they have a way of enjoying each other's company which he has not, then it begins to dawn upon him that there is something strange in himself which prevents his sharing in the same way in the life of his comrades.

Often the little deaf child, when first this sad knowledge comes to him, passes through a most unhappy time. He longs as do all children, to make the thoughts in his mind understood by those around him ; he sees that they can do this, he knows that he cannot, and yet he does not know why. He is miserable and perplexed, and feels like one in prison. It is the business of the teacher of the deaf to help him to set himself free, and to do this *she trains the pupil to make up for the sense which he does not possess, by making the best of those which he does.*

And so, as you may imagine, the little pupil thoroughly enjoys the lessons which help him to gain the power that lies in ordinary people of sharing with others all that is in his mind. Yet, all the same, he knows that he can never hope to converse so easily and freely as they do, nor to reap all the enjoyments that come to those who hear, and he has to learn from his teacher, not only how to speak in this new and special way, but also that happiness will come to him only if he turns his thoughts from his infirmity and looks steadily on the bright side of things.

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## CHAPTER XII

### FUEL

To-day I want you to consider with me various kinds of fuel. By fuel we mean all those substances which are used for burning, whether for household purposes, such as cooking or the warming of houses, or for feeding furnaces which drive engines or machinery. The kinds of fuel used in different countries vary according to the natural conditions of the country or the customs of its people. You Indian boys mostly use wood, or dung cakes made by the womenfolk of your household and dried by the sun on the walls of your houses or yards. Perhaps you sometimes use charcoal, or, if you do not yourselves use it, you at any rate have seen it at some time or other. Charcoal is made by baking wood in a pit without letting it burn so that it turns black ; it makes very good fuel, for it glows and lasts much longer than wood does.

These three kinds of fuel are good enough in a country which has a mild climate, for in such a country the people mostly live

out-of-doors and fires are not much used, except for cooking purposes, and then only for a short time twice or thrice a day. But in colder countries, such as England or Canada, for example, many people spend the greater part of the day for at least six months of the year inside their houses, shops, or offices, and these buildings, unless artificially warmed, would be far too cold for comfort.

In the west of Canada wood is almost entirely used for this purpose, since it can be had in abundance at very little cost from the vast forests of the country. But on the prairies, to get good fuel is far more difficult, for the cold is intense at times and there are no forests. Yet during the whole winter, stoves have to be kept burning night and day, so that a great deal of fuel is necessary. Stoves have now been invented to burn straw, which is very tightly packed down, so as not to burn away too quickly, and as straw is abundant from the great crops of wheat, it is used as fuel on the prairies.

In England, wood is not easily obtainable by poor folk, for the forests which once covered the country have been very largely cut down, and the land is now under cultivation or pasture for the grazing of sheep and cattle. *Such forests as remain are very strictly preserved and people are not allowed*

*carefully protected*

*to enter and cut wood at will, or there would very soon be no forest left. Neither is it the custom to make cakes of dung for fuel.*

*manufacturing labourer* People in England are much more often employed in towns, in factories and other industrial occupations, than are people in India. For this reason a very large number of them live in rows of little houses near the factories in the poorer parts of the great manufacturing cities, and have, of course, no horses or cattle of their own. The village folk who earn their living by agriculture seldom own land. They work for a regular weekly wage on the farm of some local landowner, whose horses, sheep, and cattle are kept on the farm, where the labourer goes daily to work. So it happens that there is no dung round the cottages in the villages, from which the women might prepare fuel, even if they should wish to do so. As a matter of fact, I think it has probably never struck them that dung would make good fuel, and the dung in England is used in a much more profitable way.

Perhaps you already know that the soil contains various plant foods, some of which are needed more especially to grow one kind of crop and some another, while others again are useful to crops of all kinds. Now plants as they grow draw out from the soil for their use the foods they require and if

the same kinds of plants are grown year after year on the same ground, the particular foods they require get used up and the crops consequently lose in quality.

Good farmers, therefore, always try to return to the earth, in some form or other, those plant foods which have been used up by the crops grown there. One way of doing this is by ploughing or digging into the land the dung dropped by horses or cattle. The food of these animals is grass, roots, or grain, and in their dung or manure, is good food for the plants in return for the food which the plants have given them. An English farmer knows that to get a really good crop he must manure his land, and in this way dung is put to a much better and more economical use than if it were burnt as fuel.

*profitable*

*manure is*

*manure is*

*and Ayub.*  
*A Class.*  
*S. S. S. S.*

## CHAPTER XIII

### COAL

What then is used as fuel in England ? Fortunately there is a large supply of fuel in the country all ready to hand—I mean coal. Though you Indian boys do not use coal yourselves, you are bound to have seen it some time or other. If you go to a railway station you may see heaps of it lying near-by, or trucksful standing in a siding, for coal is used to run the engines which pull the trains, and supplies of it have to be kept ready near the line.

But do you know what coal is ? Can you believe that, like charcoal, it too was once wood ? There was a time, thousands of years ago, when England was covered with forests ; these forests were damp and swampy and filled with curious trees, unlike those found in Europe now-a-days. Many of these trees were gigantic in size, and dense under-growth grew between and underneath them. The leaves and branches and trunks which fell to the ground did not decay, as they would have done on open ground,

for sun and air which are the causes of decay could scarcely reach them through such dense shade.

Gradually they were covered over, for sand, mud and clay were washed down by trickling water and spread over the top of them. Thus gradually they formed a solid black mass and became coal, such as we now dig from the mines.

It is probable that some of these forests were at one time covered by the sea, for, as you know, the surface of the earth very gradually changes its level in the course of long ages, so that what is now dry land may in the past have been under the sea and may be under the sea again in the future. So it often happened that the sea receded once more from over the buried forests and left the land above them dry, then other forests sprang up on top, and the same process repeated itself again. Sometimes we find seam after seam of coal, one above the other, with layers of clay and mud in between, and we conclude that each of these seams was a different forest buried at a different time. Sometimes seams are found as much as ten feet thick.

Scientists have made many discoveries which prove to us that coal has been formed in this way. Impressions of plants have

been found on the clay roof of a seam of coal and sometimes whole trunks of trees have been unearthed from a bed of clay in a coal-mine. Thin pieces of coal have been examined under a microscope, and by this means it is possible to find out even the actual kinds of plants of which they are composed.

There is another kind of fuel which I want to mention before we pass to discover how coal is extracted from the ground,—and that is peat. Peat also consists of vegetable matter and is formed in much the same way as coal, only it has not undergone so complete a change. It is found in bogs, mostly in Ireland, and is dug out in blocks and left to dry in the sun, after which it makes a very good smouldering fuel. But it is so heavy that it would cost much to move to parts of the country far from where it is dug. For this reason it is mostly burnt by cottagers living near at hand.

What are coal mines like ? A large coal-mine is like a great underground city. A pit, like a deep well, called a shaft, is sunk down into the earth and forms the entrance ; the miners descend by means of a great iron basket or cage, let down by strong chains. Seams of coal are sometimes near the surface, and sometimes very deep down indeed, and as you descend daylight

fades completely away and the only light obtained is from lamps.

There are long main tunnels, with passages leading off from them in every direction ; one large mine in the North of England has as many as fifty miles of passages, and one of the main underground streets is five miles long. Rails, too, have been laid and trucks go rolling along, drawn by little ponies. These trucks the miners load with coal which is then slung up to the world above in strong iron baskets, worked by machinery, while empty trucks return to the miners to be refilled.

Hundreds of men and boys spend the whole of their days working down below in this dark underworld. Just try to picture to yourself what such a life is like, led in the midst of this darkness, dirt and heat, scarcely ever cheered by the light of the sun, except perhaps in the summer for an hour or two at a time. Miners receive higher wages than other labourers or what could induce them to take up such unpleasant work ?

The coal is cut with a sharp instrument called a pick, or sometimes by machine-cutters, or in particularly difficult places it is blasted out with gunpowder. The roof of the passage-way or gallery is supported by pillars of coal, left when the rest has been

cut away, or is propped up with strong wooden beams.

Formerly coal-miners used candles to light their work ; this was exceedingly dangerous, for coal contains gas, which explodes when it comes in contact with a naked flame. Many miners have lost their lives by these explosions. Now miners use a lamp called a safety-lamp which prevents the gas from reaching the naked flame and catching fire, so that explosions are now much less frequent than they used to be. Each man wears one of these lamps in his cap. In the old days, too, there was much sickness owing to the lack of fresh air so far underground, and it became necessary to arrange some means of ventilation.

The system of ventilating coal-mines has now been much improved, air-funnels or shafts are sunk right down into the mine from the open air at either end of the main gallery, one to admit fresh air from above, and another by which the foul air may escape. A great furnace is kept burning under the latter, to assist in drawing the bad air up and away. In order to force the fresh air along the passages mechanical pumps and ventilating fans are used, so that now *sickness from bad air has been very much reduced, if not entirely done away with. But though this fresh air has proved a very great*

*advantage in one respect, it is an added danger in another.*

There is a certain kind of coal-dust which catches fire and explodes on coming into contact with fresh air. Even now-a-days in spite of many wonderful inventions for the safety of the workers, we still read on opening our newspaper some morning or other that a dreadful explosion has taken place in such and such a mine (may be in the North of England or in Wales). Hundreds of miners, so we may read, have been killed or buried alive, for the gallery entrance has been blocked by falling coal and earth. Then rescue parties are formed, and brave fellows go down into the mine with their picks and tools and try to dig away the fallen stuff, and to let their comrades out before it is too late and they have died of hunger or thirst.

England possesses the largest coal-fields in Europe and coal is the fuel which is used all over the country in the homes of rich and poor alike, as well as in factories and for driving railway engines and steamships.

Every room in an English house has a fireplace built in the wall, arranged for the burning of coal, with a grating below to let the ashes fall through, and a chimney

above to carry off the smoke. A great disadvantage of the use of coal as fuel is the very dirty smoke it gives off, which pours out of the chimneys from the house-tops. The air of a large manufacturing town, like Manchester, is sometimes quite thick with smoke, so that the sun's rays can hardly shine through, and if you go for a walk, you come back with your face black with smuts. The fogs so common in London, too, are largely due to this cause.

## CHAPTER XIV

### THE INVITATION

MY DEAR AHMAD,

As perhaps you know, I am taking six months' leave to England this hot weather, and it has struck me how very pleasant it would be if you could come too. I should be very glad of your company and pleased to take charge of you and show you round during our stay. Talk it over with your father, and let me know your decision in a few days' time. I must ask you to decide as quickly as you can as I am starting next month, and ought to arrange for your passage without delay. I am sorry to give you such short notice. If you do decide to come, do not forget to bring some warm clothes with you as well as cool ones ; it is sure to be quite chilly by the time we get to the Mediterranean. I shall be glad to answer questions on any points about which you may be in doubt. As soon as I hear from you I will let you know further particulars as to date of departure, etc., and, if you come, will meet you myself at Lahore. I

hope your father will see his way to agreeing to my proposal; I am quite certain you would enjoy the trip, and it would be excellent practice for your English. Please remember me to your father.

Yours sincerely,

F. L. NEWTON.

Needless to say Ahmad was delighted at this invitation, and his father agreed that it could be managed without difficulty, so he wrote gratefully accepting Mr. Newton's offer. The next month was a busy one, for there were farewell visits to pay and the clothes to be got ready for the journey, and many questions to be asked of Mr. Newton as to what would be most useful to him in the foreign climate.

His excitement was great when the day of departure arrived, and he looked eagerly out of the train to see Mr. Newton on the platform at Lahore Station. 'That's right, my boy,' said Mr. Newton, shaking hands with him, 'I am very glad to see you. *The Bombay Mail goes in an hour and a half's time, and I have engaged two lower berths for us; it promises to be very crowded.* First let us see about tickets and have your luggage

labelled and weighed, and then we go and have some supper. You will have to accustom yourself to foreign cooking you know, when you get to England, but I am quite sure you will have no difficulty about that. Now come along and find your box.'

He led the way to the baggage office, where the heavier luggage was weighed and handed over to a porter to be stowed away in the luggage van of the Bombay Mail, while the lighter packages were put in the carriage in which they themselves were to travel. Then they made their way to the refreshment-room to see about some supper. While they were eating, Mr. Newton told Ahmad that he had taken their passages in the *Mongolia*, a fine ship, newly built last year, and that she was due to sail in three days' time—the day after they reached Bombay. After supper they took their seats in the railway carriage and the train soon moved slowly off, punctual to time, while a crowd of Indian and European friends on the platform waved good-bye.

Ahmad was quite tired out with excitement, and was soon glad to spread out his rugs and pillow and lie down for the night. The next day was very hot, but he occupied himself happily in looking out of the window at the towns and villages as they sped past, and noticing the strangely

built houses and carts, very different from those used in his home. Towards the end of the day, however, his interest began to flag, and by midday on the following day, when they arrived at Bombay, he was heartily tired of the journey and only too glad to hear that their destination had been reached. *They both felt very hot and dirty and dusty, and Mr. Newton's first thought was to drive to a hotel and get a bath; 'then,' he said, 'we will go out and take a stroll round.'*

The first object of interest was of course the sea, which Ahmad now saw for the first time. He felt no great surprise at the great expanse of water for he had often seen pictures of the sea and had a very good idea what it was like, but he thought it very beautiful, it was so smooth and blue and shiny.

The next morning they went on board the steamer and there everything was new and full of interest. Mr. Newton and he were to share a tiny bedroom, called a cabin, downstairs in a lower storey, one of a row of dozen of other cabins, all with numbers on the doors to distinguish them one from the other. The narrow beds were fixed one above the other, to economise space and their trunks were pushed underneath the bed on the floor.

There was a little round window called a port-hole, looking out over the sea ; and everything in the cabin was made to occupy as little room as possible. Mr. Newton told Ahmad he must keep all his things very tidy or there would not be room to turn round, and Ahmad promised to do his best. Then he set off to explore the ship, taking care to note the number of his cabin for fear he might get lost.

*He was the only one who*  
*was not afraid of the ship.*

## CHAPTER XV

### THE SHIP

Ahmad found the ship to be very large ; several flights of stairs led up and down connecting the storeys, or as they are called on boardship, the decks, with one another. The lowest deck consisted of long passages, on the outer side of which were rows of cabins, while on the inner side were blank walls with an occasional open door, through which he could get a peep far down below at machinery and engines, approached by narrow flights of iron steps. Down there, as he learnt later, were the engine-rooms, from which the ship was worked. At the end of one row of cabins he found a barber's shop, where passengers could get their hair cut or be shaved ; here, too, was a large stock of articles for sale—hats, shoes, sweets and countless other things which passengers might require during the voyage.

Opposite was the doctor's cabin, where the ship's doctor made up and dispensed medicines when required. Perhaps what

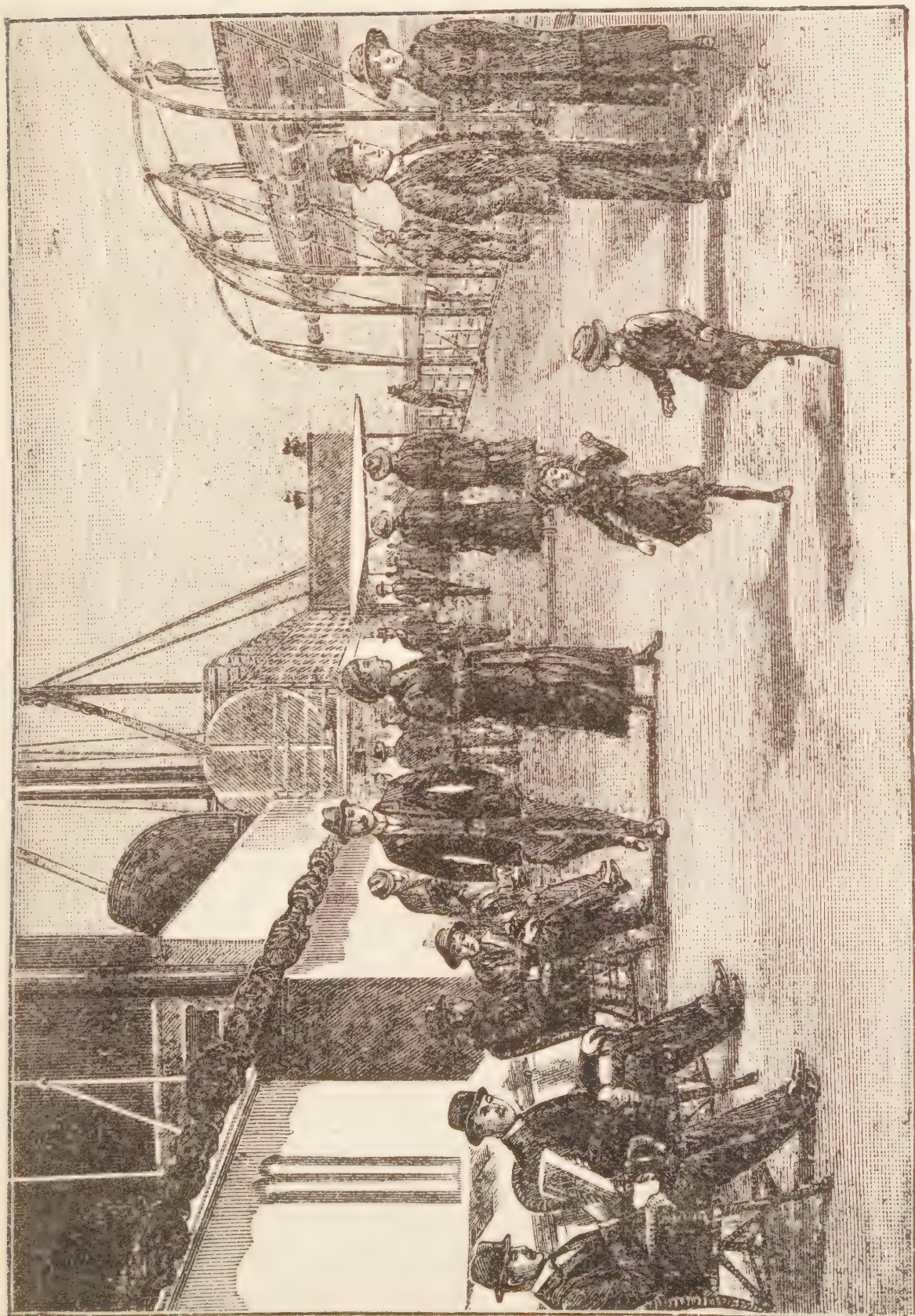
surprised and pleased him most was the great dining-room, where more tables than he had ever seen before in one room were being prepared for dinner. They looked most inviting with their snowy white tablecloths and glass and silver and fruit. Ahmad wondered which his seat would be and how he would ever find it amongst so many tables and chairs. Then he went upstairs and out through a door to the outside deck. Here a crowd of passengers were sorting and claiming their luggage ; others were opening and arranging folding chairs they had brought with them for the voyage ; and others were hanging over the railing which surrounded the deck, calling a last good-bye to friends on shore.

Ahmad walked round the whole length of the deck and up some more stairs which he found led to still another deck above, which was open to the sky. Here he found a row of large boats, fastened by ropes, and much wondered what they could be for, since they were on so fine and large a ship already. He looked up at the great funnels, from which black smoke was already pouring for they were just about to start, and thought of endless questions to put to Mr. Newton when he should find him again. Then amidst a hundred good-byes and a waving of handkerchiefs from the shore, the chattering

of coolies, the cries of the sailors, and the shouts of the officers directing them, the ship began to glide very slowly out and away from the shore, and Ahmad ran to the side to have a last good look at India.

Ahmad had been warned that he would probably be sea-sick, and had suffered a good deal of teasing on that account from his former school-fellows, who had all heard of this unpleasant form of sickness, but he found to his delight that he was in no way affected by the motion of the boat, and he was told he was a very good sailor. It is true the sea was so smooth and calm that it was difficult to imagine how any one could be ill from the gentle rolling of the ship as she steamed along, but this opinion was by no means shared by all the passengers many of whom looked very miserable for the first few days, and seemed quite unable to eat anything. As time went on everyone cheered up, and life on board soon settled down into a regular routine.

Ahmad thought it a very good arrangement that anyone who wished to do so might bring his mattress and blanket up on deck at bed-time, and spreading them out on the board sleep there in the cool fresh air. This was a great pleasure, for the cabins down below were hot and stuffy, and many persons availed themselves of it. It meant very early rising, however, for soon after dawn



*every morning*  
every morning the crew came along with buckets of water and a hose-pipe and started to scrub and wash down the deck from end to end.

By the time dressing and *chota-hazree* were over, the scrubbing was finished and the more energetic among the passengers assembled on the deck and walked briskly up and down for exercise before breakfast. Then followed breakfast in the big dining-room and afterwards a long, lazy day. They sat about in their comfortable chairs and read the books they had brought with them or had borrowed from the ship's library, or chatted with their fellow passengers, or played games especially adapted to the limited space. One afternoon there was a cricket match on board. Nets were stretched from the boarded roof of the deck to the lowest part of the side-rail to prevent the ball from going overboard into the sea, and though the space was rather small it was enough to provide some exercise and to pass a pleasant afternoon.

Every day news from all parts of the world was printed on a sheet of paper and hung up in a passage where all might see it. This was received by wireless telegraphy and printed by the printing-press on board the ship. Such passengers as wished to do

so might also send messages back to their friends in India.

One morning Ahmad was startled by a shrill hoot from the steam-whistle and a running of the passengers to one end of the ship. He joined the crowd and saw the crew hastening to the water-hose and unwinding it at full speed, while others made for the boats on the upper deck and began to swing them out and lower them over the sea. He thought something must have gone wrong with the vessel and inquired anxiously what it might be, but was soon reassured to hear that it was only a practice. *A false alarm of fire, he was told, is given from time to time on the ship, when the crew go through a fire and lifeboat drill to see that every man knows his place and that everything is in working order.* In case of a real fire, water would be hosed on to the spot where it had broken out, and if the dangers were great the passengers and crew would get into the life-boats and try to save themselves in that way. He then understood what the boats on the upper deck were for.

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## CHAPTER XVI.

### ADEN AND PORT SAID.

In five days' time land was seen once more and Aden was reached. They were only to stop a few hours here to put ashore and receive mail bags and to land a few officers who were joining the British regiments stationed at Aden. There was just time to hire a boat and row ashore and take a short walk, which was a pleasant relief from the cramped space on board ship.

Aden looked very bare and rocky and was exceedingly hot and glaring. They were told that very little rain falls here, and there is great scarcity of water ; tanks have been built to contain the necessary supply, and visitors often drive out to see them, but as they are some little way from the landing-stage and the afternoon was very close, Mr. Newton and Ahmad agreed it was not worth while making this expedition.

During the next few days they steamed up the Red Sea. From time to time the desolate rocky coast of Arabia could be

seen in the distance, with bare sun-scorched mountains of reddish rock. There seemed to be no trees or vegetation. Every day was now hotter than the last ; there was no breeze, and the air felt stiffling ; everyone wore his thinnest clothes, and spent the day lying lazily in a chair dozing or reading. Some little interest was felt when Suez was reached, for here was the entrance to the Suez Canal and the whole of the next day was spent in passing through it. On both sides stretched the sandy desert, with here and there on the canal bank a building or two, or perhaps, a string of camels plodding patiently past.

During the morning the *Mongolia* heard that another ship was coming towards her carrying the outward mails and passengers from England to India, and that it would be necessary to tie up securely to one of the canal banks while they crossed. This was done and soon the steamer came in sight, and the passengers and crews of both vessels gave each other a hearty cheer as she went by. During the night Port Said was reached, and Ahmad woke next morning to find flat boats full of coal moored along the ship's side, while coolies ran up and down the connecting planks carrying baskets of coal from their boats to the *Mongolia* to supply her engines for the rest of the voyage.

Everything was soon sprinkled with a fine black coal dust, and the passengers were only too glad to leave the ship as soon as possible and spend the time on shore till coaling should be over.

Ahmad and Mr. Newton landed and strolled up the main street together, looking at the shops with their gay windows arranged to tempt visitors to spend their money. They then sat in the verandah of a hotel and drank coffee and amused themselves by bargaining with the men who brought round trays of ornaments, strings of beads, and curiosities of all kinds. *However clever the visitors tried to be there was no getting the better of the sellers in a bargain.* Apart from the main street with its rows of shops, Port Said looked very tumble-down and dirty, and there was not much of interest to be seen in the town, so they spent the afternoon in sauntering down the breakwater built out into the sea, at the end of which stands a statue of the engineer Lesseps, who built the Suez Canal.

After leaving Port Said the days became steadily colder, and they were glad of the warmth of their cabin at night. Five days later they reached Marseilles, from which port they were to travel across France to England. The ship would continue the passage round the coast of Spain past

Gibraltar, and up the West coast of France through the Bay of Biscay, but this journey would take an extra week, and a great number of the passengers travelled overland to save time.

It was with some regret that Ahmad packed his box and left the ship ; he had enjoyed the journey very much, but he was glad to set foot on shore again, and soon began to look forward to making acquaintance with England. An express train was waiting for them, and having taken their seats they sped away northwards through France. The following day the coast was reached once more this time on the North of France, and after less than a couple of hours' journey in a steamer across the English Channel they caught their first glimpse of the cliffs of England.

*On the landing-stage all was bustle and confusion ; friends and relatives had come to meet the boat, and were welcoming the travellers from overseas ; luggage was being unloaded and claimed, and people were leaving in different trains for various parts of England. It made Ahmad feel quite bewildered to watch it all. Mr. Newton and he were bound for London, and having collected all their belongings and taken their tickets at the station, they stepped into the*

train, and settled themselves comfortably for the journey.

The railway carriages were very narrow, each contained two seats facing each other, along which the passengers sat in rows, four or five a side, with their knees almost touching each other. There was no space for baggage, except for very small packages which were placed on a rack over their heads. Ahmad was surprised at this lack of space, and inquired how all these people would find room to sleep at night. Mr. Newton had to explain to him that England was small and the trains went very fast so that it was possible to travel the whole length of the country during the inside of one day, and it was very seldom necessary to make a journey by night. The days, too, were cool and travellers did not feel so much inclined to sleep at all hours as in India but were content to sit upright and look out of the windows or read their newspaper.

For a longer journey, as, for instance, from England to Scotland, special carriages called sleeping compartments were provided. *Ahmad thought himself fortunate to have obtained a corner seat near a window and looked eagerly forward to seeing what English country was like.*

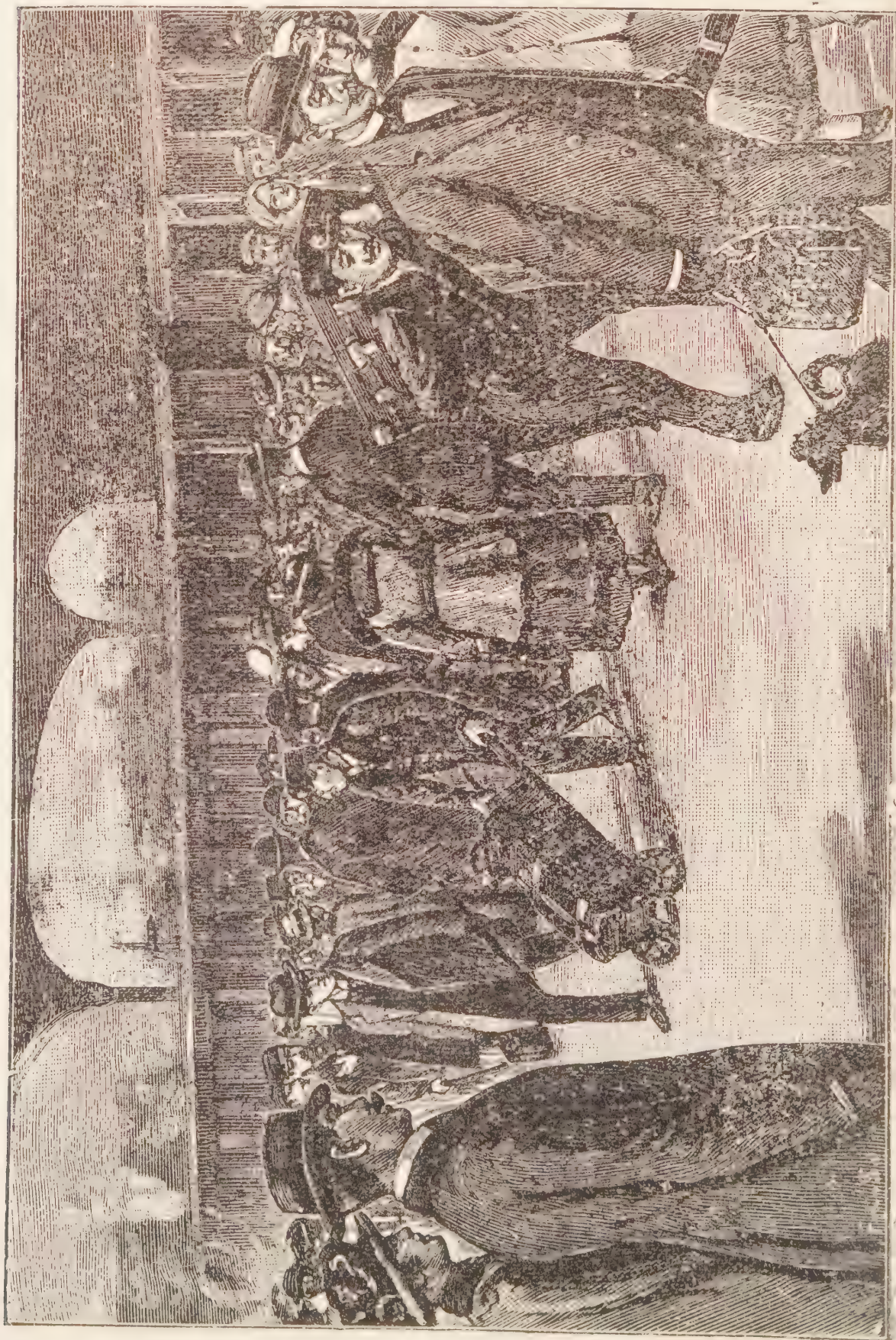
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## CHAPTER XVII

### THE JOURNEY TO LONDON

Some delay was caused by the large number of boxes which had to be wheeled along the platform in trucks and loaded in the luggage van. Ahmad found it very strange that all the porters were white men, and that they all talked English, though he could scarcely understand a word they said.

He was very disappointed and asked Mr. Newton why this was so. Mr. Newton told him that the pronunciation of English in different parts of the country varies considerably, especially among those people who are not particularly well educated ; so much so, that a man coming from a country in the extreme south would be understood with difficulty by a north countryman, just as the village dialects vary in the different parts of India. He promised Ahmad that, with his knowledge of English, he would have little trouble in understanding any well educated person. The porters seemed to be very strong and muscular. Instead of carrying the boxes on their heads they



hoisted them on to their shoulders and carried them there ; he discovered later that English people never carry weights on their heads.

When all was ready the guard blew a whistle and the train started. The town was soon left behind, and they came to cultivated fields and pasture land. It was a beautiful spring day, and he noticed how fresh and green the grass looked, and how many fine old trees there were in the fields. Many of them were already in full leaf, others were still almost bare, or had tiny leaves or fat buds at the ends of the branches. ‘ What do the people do for shade in the winter if the trees lose all their leaves ? ’ asked Ahmad. ‘ Unfortunately,’ said Mr. Newton, ‘ no shade is needed in the winter, for there is so little sunshine and the days are so cold that we are glad to get every bit of warmth we can.’ ‘ In that case,’ answered Ahmad, ‘ it is very lucky that the leaves do fall off.’

They were passing through the south-east country, a part famous for its fruit, and the apple and plum orchards looked very beautiful with the trees all covered with pink and white blossoms. In some fields green blades, looking like wheat, were already pushing up through the soil, but

there were also many fields which appeared to be just empty ploughed land. 'Is that the spring wheat crop coming up?' asked Ahmad, 'and are all those empty fields to be kept for the autumn crop?' 'Those fields are not empty,' replied Mr. Newton, 'the fields in which you see the green blades, were sown with barley in the autumn, but those fields, which you call empty, have lain fallow all the winter and have been sown with wheat and oats a few weeks ago. They will soon be coming through too, and will all be reaped about the same time in September, for there is only one harvest in the year in England. The autumn-sown grain makes no growth all through the winter months; the weather is not warm enough and so it gets only a very short start of the spring-sown grain.'

'I see,' said Ahmad, 'but where do the people get their water from? I see no wells or canals or water-courses.' 'There is no need for canals for irrigation,' said Mr. Newton; 'it rains so often in England, though usually not very heavily, that there is no need for artificial watering. In some years the crops suffer from a drought, but mostly the rain is sufficient to carry them through, and not unfrequently there is too much.' 'But how about drinking water?' asked Ahmad; 'do they have

to catch the rain for that too ? ' ' No, certainly not,' replied Mr. Newton ; ' water for drinking and washing is usually carried into all the houses by means of pipes laid from some reservoir or water-works. It is even carried upstairs into the upper storeys by pipes with taps. It is only in very small and out-of-the-way villages that there is no water-supply to the houses now-a-days, and there the people do have to use wells.'

Now Ahmad's attention was caught by something he saw outside and he turned back to the window again. On the grasslands cows and sheep were grazing, and the flocks of sheep were followed by tiny bleating lambs only a few weeks old. Here and there in the fields, stood solidly-built farm-houses, designed to keep out winter winds and cold ; farm carts were being driven up and down the roads, and the countryfolk were busily at work in the fields, spreading manure on the land and planting potatoes. The fields were separated from one another by hedges, all of them bursting into leaf and many covered with white blossom ; from time to time they passed woods carpeted with brightly coloured spring flowers. Ahmad thought it was all very pretty, but he felt rather cold and sneezed several times as he breathed the fresh country air.

As they drew nearer London the scenery began to change. Stations were more frequent and from the windows on both sides of the carriages could be seen pleasant-looking houses, standing in trim gardens, with grass lawns and flowering trees, flowers and vegetables. Farther up the line the gardens became smaller and the houses closer together ; each was separated from the next by a brick wall.

He learnt that they were now in the suburbs—those outlying parts of London where hundreds of business men live whose work is in the great city, to which they travel every morning by train, returning to their home again in the evening. In ten minutes' time he noticed that the houses had become smaller still ; they stood in long rows, each house joined to the one next to it, and the pretty gardens had been replaced by tiny back yards ; the air was not so clear and flowers were scarce. Instead of vegetables and fruit trees, the little garden plots were filled with recently washed clothes hung out on lines to dry.

As far as he could see on either side of the line stretched rows and rows of similar houses with now and again a church spire or a big school building standing up amongst them. Between the rows were dirty streets up and down which heavy vans were being

drawn by powerful cart-horses, carrying goods to and from the warehouses; children, who looked as if they had not enough to eat, played by the roadside, and tall factory chimneys poured smoke into the sky.

‘It must be dreadful to be one of those children,’ said Ahmad; ‘why, there is not a single field for miles round as far as I can see; can they never get out into the country?’ ‘There are the London parks where there is green grass,’ said Mr. Newton, ‘that is the nearest approach to country they ever see. This is one of the most crowded parts of London, where the very poorest people live. A good deal is done now-a-days to help these poor children and to give them food and better schools, but there is still more to be done.’

A few minutes later the train crossed a bridge over the river Thames, and they steamed into the largest station Ahmad had ever seen.

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## CHAPTER XVIII

### COLD COUNTRIES

People who live in the Punjab plains and who have never been anywhere else, can have no idea what real cold is like, nor how intense it can be. They can, it is true, see the snow-capped peaks, and mountain ridges glistening in the distance on a clear day in the cold weather ; and often in December and January there are several degrees of frost by night and when they come out of their houses in the morning they see the fields all white around them ; they shiver and their teeth chatter and they are glad to wrap themselves in warm blankets. But later in the day the sun shines warm and bright and everything around thaws, and they throw off their blankets and feel happy once more.

But there are many inhabited parts of the world where the cold is intense all through the day and night during the whole winter. Snow often begins to fall in October or November and lies many feet deep on the ground for four or five months or even

longer. In these countries people have to invent new means of getting about, for walking becomes very difficult. One of these ways is on snow-shoes.

When the snow has covered everything and lies four or five feet deep, it becomes hard and frozen, but it is difficult to plod on it in your ordinary shoes, for the surface is often a little soft for a few inches down, and you would sink in, and make but little progress. So people have invented snow-shoes. These snow-shoes are made of long bent pieces of wood, fastened together at the two ends, but about a foot apart in the centre, and this centre space is filled with woven cane or reeds. These they fasten on to their boots and so are able to race along over the frozen snow.

If it is difficult to walk, you can understand it would be still harder for a heavy cart to get along through the snow. So when winter comes, the people of these cold climates take the wheels off their carts, and fit on long pieces of wood or metal instead with turned up points, called runners. This converts the carts into sledges, and the runners move easily over the hard snow, so that horses have no difficulty in pulling them along. So silently does a sledge move, that in order to let others know it is coming, the sledge-drivers tie little bells to their horses'

heads, and very pretty they look and sound as they come tinkling along through a white world.

The people in the sledge are wrapped up to the ears in thick fur coats, they wear fur caps and gloves to resist the bitter weather. Even so sometimes, their noses get frost-bitten and become numb and dead with cold, and the cure for this is to pick up some of the loose snow and rub the nose with it till life and warmth is restored.

Countries still further north are under snow all the year round, and no carts or wagons are used, but only sledges, and these are drawn by teams of dogs specially bred and trained for the purpose. The most northerly inhabitants of the globe are the Eskimos—some of whom live in Greenland—and Eskimo dogs are the breed most suitable for drawing sledges.

‘These dogs,’ as a great explorer tells us, ‘are sturdy, magnificent animals. There may be larger dogs than these, there may be handsomer dogs, but I doubt it. Other dogs may work as well, or travel as fast or as far when fully fed, but there is no dog in the world that can work so long in the lowest temperatures on practically nothing to eat. The male dogs average in weight from one to one and a quarter maunds, the females

are somewhat smaller. Their special characteristics are a pointed nose, great breadth between the eyes, sharp pointed ears, a very heavy coat underlaid with a thick soft fur, powerful, heavy muscled legs, and a bushy tail like that of the fox.

' There is only one breed of Eskimo dogs, but they are variously marked and of different colours—black, white, grey, yellow, brown and mottled. Some scientists believe they are the direct descendants of the Arctic wolf, yet, as a rule, they are as affectionate and obedient to their masters as our own dogs at home. Their food is meat, and meat only. For water they eat snow. The dogs are not housed at any season of the year ; but summer and winter they are tied somewhere near the tent or hut. They are never allowed to roam at large, lest they be lost. Sometimes a special pet or a female that has young puppies, will be taken into the hut for a time, but Eskimo puppies, only a month old, are so hardy that they can stand the severe winter weather.'

The north of Greenland is almost entirely covered with snow for most of the year. There are to be found great glaciers or frozen seas of ice, and parts of the seas as are not frozen are filled with huge blocks of floating ice, called icebergs. It is

exceedingly dangerous for ships to sail in these seas, for they may at any time be caught and crushed to atoms between two floating icebergs. I shall presently tell you of the expedition made by Commander Peary to the North Pole, but first you shall hear what he says about the Eskimo folk.

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## CHAPTER XIX

### THE ESKIMO

'The Eskimos, who live on the north-west coast of Greenland, consist of a tribe of about 235 members. Their only industry is hunting, and they seldom live for more than a year or two in one place, for their possessions are all easily movable, consisting mainly of dogs and sledges, a few skins, and some pots and pans. An intense and restless curiosity is one of the peculiar characteristics of these people. As an example, one winter, years ago, when Mrs. Peary was in Greenland with me,' says the explorer, 'an old woman of the tribe walked a hundred miles from her village to our winter quarters in order that she might see a white woman.'

'The Eskimos are without government, but they are not lawless. We should think them utterly uneducated, yet they show a remarkable degree of intelligence. They are like children, with all a child's delight in little things, but they are, nevertheless, as enduring as the most civilised of human beings. Without religion, and having no

idea of God *they will share their last meal with anyone who is hungry, while the aged and the helpless among them are taken care of as a matter of course.* They are healthy and they have no vices, no intoxicants and no bad habits—not even gambling.

‘As a general rule the Eskimos are short, as are the Chinese and Japanese, though I could name several men who stand about five feet ten inches high ; they have brown faces, keen eyes, and black hair. The women are short and plump ; they have powerful bodies, but their legs are rather slender. The men are very muscular, though their fatty roundness tends to hide their muscles.

‘These people have no written speech, but their language is fairly easy to learn. On the whole they are much like children and should be treated as such. They are often on high spirits, but easily discouraged. *They delight in playing tricks on each other and on the sailors, are usually good-natured, and when they are sulky it is no use being vexed with them.* Naturally they can grow no vegetables in the icebound land in which they live, and their food consists solely of meat which they kill by hunting, and of blood and fats.

‘For one hundred and ten days in summer the sun never sets over their country, and

for one hundred and ten days in winter the sun never rises and no ray of light save from the icy stars and dead moon falls on the frozen land. Between the towering cliffs along the coast are glaciers which throw off from time to time great icebergs into the sea ; before these cliffs lies the blue water, dotted with masses of glistening ice of all shapes and sizes ; behind the cliffs are the Greenland mountains—the abode, say the Eskimos, of evilspirits and the souls of the unhappy dead.

‘ In some places on this coast in summer the grass is as thick and as long as on an English farm. Flowers bloom and there are bees, flies, and mosquitoes, and even a few spiders. Among the animals of this country are the reindeer, the fox (both blue and white), the Arctic hare, the Polar bear, and perhaps once in a while a stray wolf. But in the long sunless winter, this whole region—cliffs, ocean, glaciers—is covered with snow, that shows a strange grey in the starlight. When the stars are hidden all is black and soundless.

‘ During the winter these patient and cheerful children of the North live in huts built of stones and earth. In the summer they live in skin tents. The stone houses are permanent and a good one will last perhaps a hundred years, with a little repair.

ing of the roof in summer. These huts are found in groups or villages along the coast, and as the people are a wandering race these permanent dwellings belong to the tribe in common. One year all the houses in the settlement may be occupied, and the next year none, or only one or two.

These houses take a month to build. A broad hole is made in the earth, which forms the floor of the house, then the walls are built up solidly with stones and the chinks filled with moss; long flat stones are laid across on top of the walls; this roof is covered with earth, and the whole house is banked in with snow.

There is no door in the side, but a hole in the floor at the entrance leads to a tunnel, sometimes ten, sometimes fifteen or even twenty-five feet in length, through which the little people crawl into their homes. There is always a small window in the front of the hut, and a little air hole in the centre of the roof. At the farther end of the hut is a bed platform made of earth: this they cover with grass, which is again covered with seal-skins; above these are spread deer-skins. When the Eskimos go to bed they simply remove all their clothes and crawl in between the deer-skins. The lamp which stands on a large stone on one side of the bed

platform, is kept burning all the time, whether the family is asleep or awake.

‘It is no good pretending that my Eskimo friends are not dirty. In their own homes they hardly ever wash themselves, and in winter they have no water except from melted snow. On rare occasions when the dirt gets too thick for comfort, they may remove the outer layer with a little oil. I shall never forget the amazement with which they first saw a white man’s use of the tooth-brush.’

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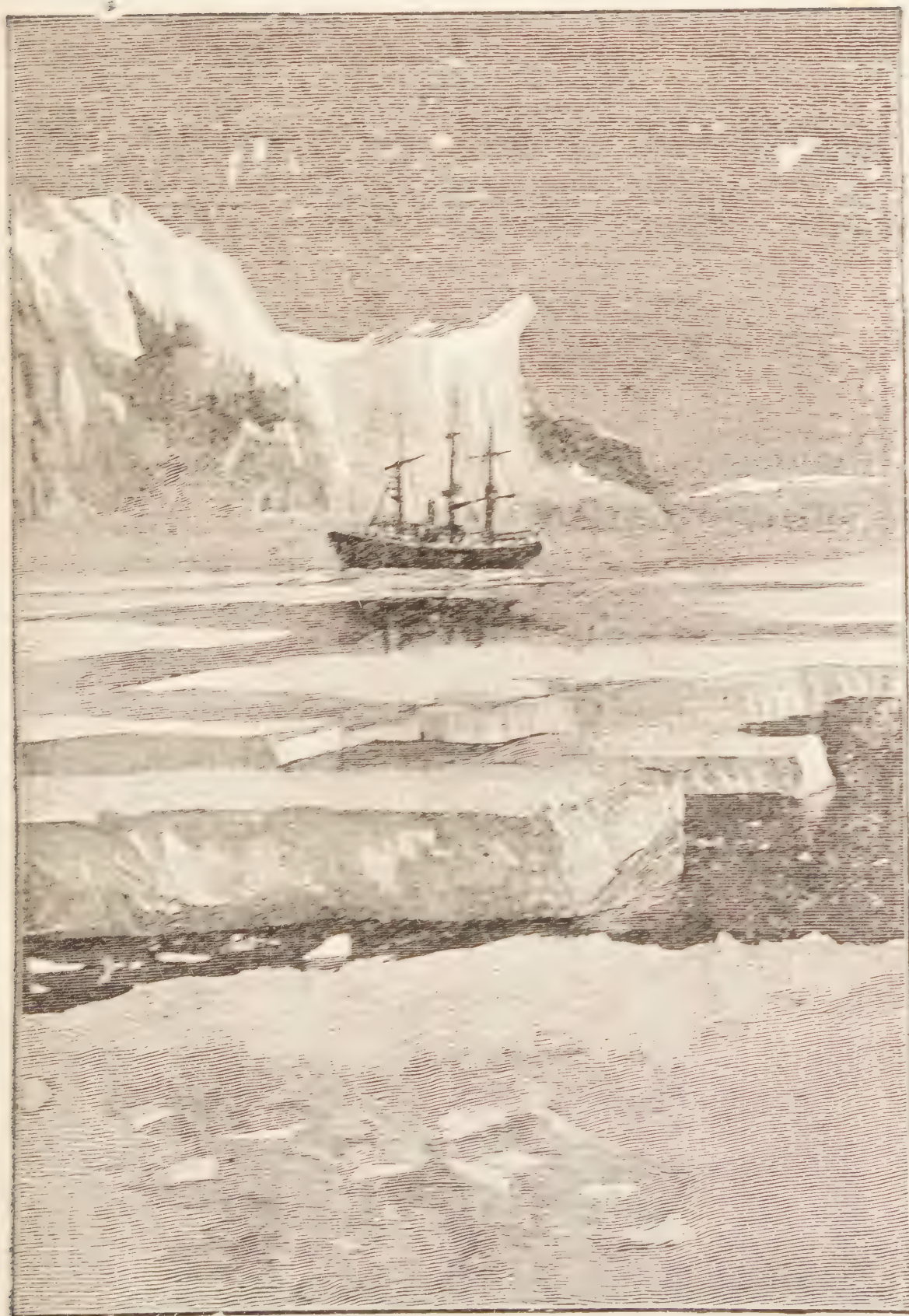
## CHAPTER XX

### THE POLAR EXPEDITION

The easiest way to understand what is meant by the North or South Pole is to run a long thin pencil through an orange. Now twist the pencil so that the orange spins round it. The two ends where the pencil pierces the orange will be the two poles. Of course there are no poles there really, in fact if you could go there to see, you would find that spot looking just like the surrounding country, but the North Pole is the name for the northernmost part of the earth, and from there, in whatever direction you may look, you will be looking south.

Explorers have attempted to reach this point for nearly four hundred years, but so great are the dangers and so many the difficulties of such an expedition that they all failed in turn until Commander Peary made his wonderful journey which was crowned with success in the year 1909.

The first explorers who tried to reach the Pole attempted to get there in ships, but this naturally failed, for the sea in



those parts is so frozen that after a certain point there is no water in which ships can move, and they were obliged to turn back, and were lucky if they succeeded in reaching home safely. Others were not so fortunate, but were caught between drifting icebergs and crushed to pieces. The next explorers took sledges with them and teams of dogs or reindeer and left their ships to journey over the ice, but they were not sufficiently experienced in life under such conditions to win through in safety and one and all returned without reaching their goal, or died in those icy regions.

Commander Peary was the first to realise that it could only be with the help of the Eskimos, who understand the best way of travelling and living in those cold countries that he could hope to succeed in his attempt, and he determined to reach the Pole with the assistance of these men. For eighteen years he lived amongst them in Greenland ; he ate the same food, and wore the same kind of clothing as they did, and learnt to build huts of snow and all they could teach him about the easiest manner of working and living in the cold. Then when he thought there was nothing more to be gained by further delay, he made ready for his great venture.

He started in his ship called the *Roosevelt* from New York in July 1908,

and with twenty-one white men, and his faithful negro assistant, sailed up the coast of Greenland. His plan was to voyage as far north as he could in his ship during the summer months, then to find as safe a spot as possible to camp in for the winter, and in the early spring to push forward over the frozen seas beyond the land with his sledges and dogs towards the Pole.

Having arrived in Greenland he chose those Eskimos whom he knew to be bravest and strongest and most able to stand danger and discomfort, and together with their wives and families and over two hundred Eskimo dogs for the sledges they all started on the difficult northwest journey through the icy seas of the west coast of Greenland. Let me tell you what Commander Peary wrote about this journey. 'It is hard,' he says, 'if you have not been there for you to understand the character of the ice through which the *Roosevelt* fought her way. *sailed*

'Most persons imagine that the ice of the Arctic region has been formed by direct freezing of the sea-water, but in the summer time very little of the floating ice is of that character. It is composed of huge sheets, broken off from the glaciers and broken up by contact with other ice and with the land and driven south by the violent flood-tides. It is not unusual to see there ice between *blue*

eighty and a hundred feet thick. As seven-eighths of these heavy icebergs are under water, one does not realise how thick they are until one sees a huge mass, which by the pressure of the other ice behind it has been driven upon the shore, and stands there high and dry eighty or a hundred feet above the water, like a great castle guarding the shore.'

They kept as close to the shore as they could in hopes of finding stretches of open water, but it was only owing to Commander Peary's thorough knowledge of the coast and by means of the experience he had gained through the long years he had spent in this country, that he was able to win through to the spot he had chosen for winter quarters.

In September they reached that northerly point of land where it was intended to pass the winter, and the first thing they did was to land the dogs who were delighted to get ashore and ran in all directions leaping and barking in the snow. Then they washed down the decks and started the work of unloading. Twenty fine sledges had been built during the voyage which had occupied nearly six weeks, and these were now used for dragging the store over the ice.

The work of landing the stores took several days for they had brought everything

with them that they would need throughout the whole expedition ; oil for fuel—for there is no wood in those parts—boxes of food of all kinds, dried meat, milk in tins, flour, fat, and dried fruits. The largest boxes were used in building the walls of three huts ; they were piled on their sides, one upon the other, with the lids removed, so that the stores all lay as if on shelves round the interior of the huts. The roofs were made of sails, and roof and walls were all banked over with snow, and the insides were fitted with stoves, so that here they would find a safe and warm shelter in case their ship was crushed by the ice, or any other disaster should overtake her. But if all went well they intended to live on board.

For fresh meat they relied on hunting, and the next few weeks, before complete darkness fell, were to be used for this purpose. The Eskimo women set their traps all along the shore for five miles, and they were more successful than the men, obtaining some thirty or forty foxes in the course of the autumn and winter. The women also went on fishing trips to the ponds of the neighbourhood and brought in many fine fish.

The days grew shorter and shorter and on October 12 they saw the sun for the last time that year. Now followed four

months of constant darkness except for the moon, which gave enough light during eight or ten days of each month to make hunting possible. But during the longer periods of utter blackness they lived together on the ship where they kept fires and lamps and oil stoves burning and occupied themselves with making sledge and fur-clothing, and other things needed for the great journey which lay before them. So the time passed till Christmas, which they celebrated with a special dinner and an English plum pudding which they had brought with them and with games on deck and races run on the ice.

In the New Year, preparations for a start were begun in earnest, and all busied themselves in getting ready for the journey. The Eskimos were promised many presents on their return as a reward for bravery and fidelity : boats, tents, rifles, guns, tobacco, pipes and knives, etc., and all their fears fled at the thought of these great riches. Towards the end of February the start was made.

‘Perhaps it will assist the reader,’ writes Commander Peary, ‘to form a more vivid picture of the sort of work which lay before the expedition if an effort is made to make him exactly understand what it means to travel nearly a thousand miles with dog sledges over the ice of the polar pack. In that belief, I shall at this point try to

describe as briefly as possible the kind of conditions that met us, and the means and methods by which those conditions were met.

‘Between the winter quarters of the *Roosevelt* and the most northerly point on the north coast which I had chosen for the point of departure for the ice journey, lay ninety miles in a north-westerly direction across the land, which we must cross before plunging on to the trackless ice-fields of the Arctic Ocean.

‘From there we were to go due north over the ice of the Polar sea, four hundred and thirteen geographical miles. There is no land between this land and the North Pole, and no smooth and very little level ice. Part of this ice on the outer edge is afloat, and the greatest danger is that of cracks which are caused by the tides between the floating ice and the stationary ice of the glacier round the Pole. These cracks are constantly opening and shutting according to the tides and winds, and the ice on their edges is smashed into fragments of all sizes and piled up in great ridges, sometimes tremendous in size. These ridges are crossed only with the greatest difficulty; the dogs have to be urged on and encouraged to pull with might and main, and it is often necessary to lift the heavily-loaded sledges over hills of snow and ice.

‘ Between these ridges the ice is more or less level, and far more troublesome than the ridges or the great cracks, which are stretches of open water—sometimes straight, sometimes zigzag, sometimes not too wide to jump, and sometimes impossible to cross. They may be rivers of open water, half a mile to a mile in width, and stretching from east to west as far as the eyes can see.

‘ There are various ways of crossing these cracks. One can go to the right or the left with the idea of finding some place where the opposite edges of the ice are near enough together, so that our long sledges can be bridged across. Or, if there are signs that the crack is closing, the traveller can wait till the crack comes close together. If it is very cold one may wait till the ice has formed thick enough to bear loaded sledges going at full speed.’

The food and other necessities were loaded on the sledges and the party was divided up with so many men and dogs to each sledge. As the food was gradually used up and the sledges became empty in turn, the plan was to send back the empty sledge with the men and dogs belonging to it to the main camp, so that the whole party would continually become smaller and there would be fewer mouths to feed, for no meat of any sort could be obtained on the way.

Now and again the weakest dogs were killed and given as meat to the other dogs in time of shortage. Unfortunately so many dogs had died during the winter that there were only now left nineteen teams of six dogs each. The men were dressed in new and perfectly dry fur clothes and so could bid defiance to wind and weather. The plan followed was, that a small party went ahead to choose the best way over the ice, and so make a trail for the main party and to prepare huts for the night, in order to save these latter any extra toil or distance so that all their energies might be saved for the last great attempt to reach the end of the journey which was to be made by them only. Throughout the whole of March they plodded on, toiling over the roughest ice and passing over great stretches of water, often escaping drowning only 'by the skin of their teeth.' We will now hear what Commander Peary has to say about the last of the journey.

'With every passing day even the Eskimos were becoming more eager and interested, notwithstanding the fatigue of the long marches. As we stopped to make camp they would climb to some pinnacle of ice and strain their eyes to the north wondering if the Pole was in sight, for they were now certain that we should get there

this time. I had not dared to hope for such progress as we were making. Still the biting cold would have been impossible to face by anyone not strengthened by a determination to succeed. The bitter wind burned our faces so that they cracked, and long after we got into camp they pained us so that we could hardly sleep.

‘ The Eskimos complained much, and at every camp fixed their fur clothing about their faces, waists, knees and wrists. They also complained of their noses, which I had never known them do before. The air was as keen and bitter as frozen steel. At the next camp I had another of the dogs killed. It was now exactly six weeks since I left the *Roosevelt*, and I felt as if the goal were in sight. I intended the next day, weather and ice permitting, to make a long march, “boil the kettle” midway, and then go on again without sleep.

‘ *During the daily march my mind and body were too busy with the problem of covering as many miles of distance as possible to permit me to enjoy the beauty of the frozen land through which we tramped. But at the end of the day’s march, while the snow-huts were being built, I had usually a few minutes in which to look about me and realise the picturesqueness of our situation—we were the only living things in a trackless,*

colourless, inhospitable desert of ice. Nothing but the hostile ice, and the far more hostile icy water lay between our remote place on the world's map and the utmost tips of the lands of Mother Earth. Of course, I knew there was always a possibility that we might end our lives up there, and that our conquest of the strange spaces and silence of the Polar region might remain for ever unknown to the world which we had left behind. But it was hard to realise this. Hope always buoyed me with the belief that, as a matter of course, we should be able to return along the white road by which we had come.

‘The last march northward ended at ten o'clock of the forenoon of April 6, and my reckoning showed that we were in the immediate neighbourhood of the goal of all our striving. After the usual arrangements for going into camp at about noon, I made the first observation at our Polar camp. It showed our position as  $89^{\circ} 57'$ . We were now at the end of the last long march of the upward journey. Yet, with the Pole actually in sight, I was too weary to take the last few steps. The weariness of all those days and nights of forced marches and insufficient sleep, constant peril and anxiety, seemed to roll across me all at once. I was actually too exhausted at the moment to

realise that my life's purpose had been achieved.

‘As soon as our snow-huts had been completed and we had eaten our dinner and fed the dogs, I turned in for a few hours of absolute, necessary sleep. But weary though I was I could not sleep long. It was, therefore, only a few hours later when I awoke. The first thing I did after awakening was to write these words in my diary : “The Pole at last....My dream and goal for twenty years. I cannot bring myself to realise it.” Everything was ready for an observation in case the sky should be clear but it was unfortunately still overcast. But as it looked as if it would clear before long, two of the Eskimos and myself made ready a light sledge, carrying only the instruments, a tin of food, and one or two skins ; and drawn by a double team of dogs we pushed on about ten miles.

‘While we travelled the sky cleared and I was able to get a satisfactory series of observations at midnight. Those observations showed that our position was then beyond the Pole. As we passed back along that trail which none had ever seen before certain thoughts came into my mind such as it has never fallen to the lot of man to think. East, west, and north had disappeared from us. Only one direction remained and that

was south. Every breeze which could possibly blow upon us, no matter from what point of the horizon, must be a south wind.

‘ We planted five flags at the top of the world, and the Eskimos gave three mighty cheers with the greatest enthusiasm. Thereupon I shook hands with each member of our party. The Eskimos were childishly delighted with our success, for they understood it meant the final achievement of a task upon which they had seen me engaged for many years. Then in a space between the ice-blocks of a ridge, I placed a glass bottle containing a strip of my flag and a record of my arrival here. In the afternoon, after flying our flags and taking our photographs, we went into our snow-huts and tried to sleep a little before starting south again.’

The heights by great men reached and  
kept.

Were not attained by sudden flight ;  
But they, while their companions  
slept,

Were toiling upwards through the night.

(*Longfellow.*)

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## CHAPTER XXI.

### AN INDIAN FUNERAL IN ENGLAND.

In the Great World War many thousands of Indians fought and died for their Empire. Thousands were killed fighting gallantly side by side with the French and British on the battlefield and many were taken, wounded, from the field, to die in one of the Military Hospitals that had been established in France or England. But besides soldiers, numbers of Indians were also serving the cause of liberty in other ways, and of these, not a few, were attached to the hospitals in England or at the front. Such a hospital, for instance, was the Kitchener Military Hospital at Brighton, a big town on the Sussex coast, in front of a bare, bleak range of downs or low hills. Here a hospital assistant—a Brahman—died, and at that time I read an account of his funeral written in the best known English newspaper, *The Times*.

The dead man was a Brahman of the Punjab, and came from a village in the Gujranwala district, where his father had been a teacher. The old man had got

together enough money to support his son' first at a high school, and then in the Medical College, Lahore ; and, though the latter had not yet been through his full medical course, soon after the outbreak of the war he had volunteered for service in the Red Cross, or any other corps, where he might be needed.

His offer was accepted, and he took a tender farewell of his parents before embarking with a number of companions at Bombay. His aged father was not a little distressed at the prospect of losing him, but would not stand in his way. 'I pray Heaven, you may come back safe and sound, Radha,' said he, 'but whatever happens to you I know that you will always try to do your best.' There had been a large gathering of college friends, too, to wish the young man 'Good-bye'—for in the college he was popular and respected.

He embarked with many fellow-Indians on a troop-ship at Bombay. Radha Kishen had never seen the sea before, and was much struck by the size of the waves, and the blue and green colouring of the water. The ship life was new and interesting, and the first three days were calm and beautiful. But the day before reaching Aden, the sea grew a little rough and rain fell, and Radha Kishen and several of his

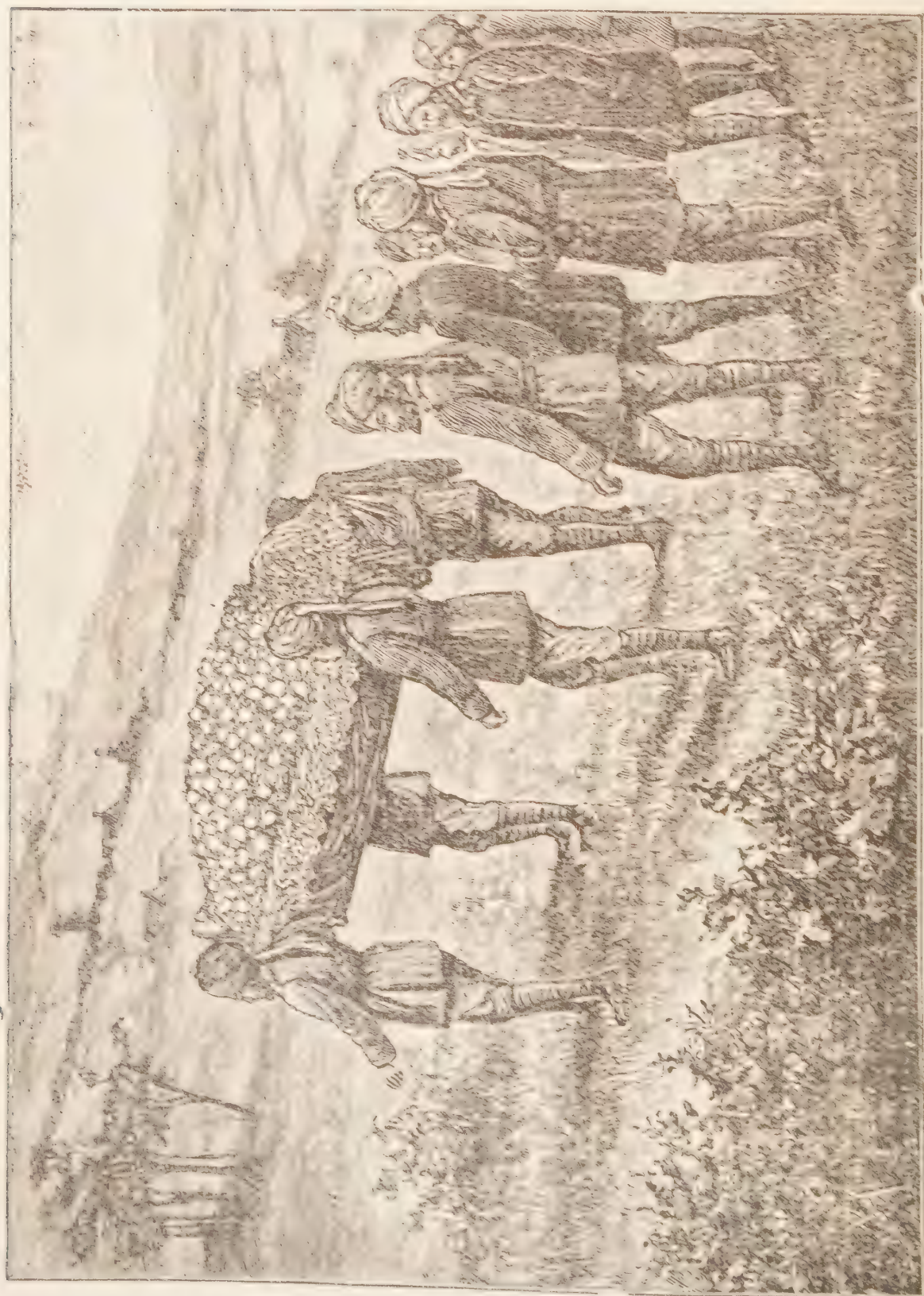
companions were sea-sick and had no taste for food.

They recovered on putting in at Aden. After Aden came the sticky and airless heat of the Red Sea, and then the Suez Canal and the cool breezes of the Mediterranean. The transport landed them at Marseilles some seventeen days after leaving Bombay, and Radha Kishen found himself appointed an Assistant Surgeon at a Military Hospital in the North of France. Soon afterwards he was ordered to assist in taking a party of wounded soldiers to Brighton, where he was attached with a few other Indians to attend especially to the Indian wounded at the Military Hospital there.

*Now and then he felt pangs of homesickness when his thoughts turned to his home and his village and his pleasant college life at Lahore, and especially when letters came to him, full of affection, from his old father. But he was, on the whole, far too busy to be able to think of much besides his work. All at the hospital were working their utmost, for the sick wards were full to overflowing of wounded men and Radha was made happy by the gratitude of the sick whom he tended, and by the thought that in his daily work of healing he was directly serving his fellow-men.*

But the English winter, with its constant damp and cold, and its grey sunless days, affected his health. He caught cold frequently, and during a sudden hard frost, being called hurriedly out in the middle of the night to attend to a patient in a ward some distance away, he had no time to put on his warmest clothes, and his cold turned to a severe attack of pneumonia. In spite of all the attention that could be spared him by doctors already overworked with other duties, Radha Kishen died after having been away from home five months, the only one of the hospital staff that was taken seriously ill since the work was started. The ill news was sent to his father by a friend he had made while at the hospital, and it might, I think, interest you to read the following account of his funeral—an Indian funeral in England.

The body was laid on a bier in a small court among the hospital buildings and a little crowd, mostly from the Indian members of the hospital staff, gathered round it. A pall, prettily embroidered, was laid over the body by some hospital friends, with white flowers thickly strewn on the top. A photographer then came forward and took the young man's photograph, as he lay with his face bared, in the funeral clothes. This done, the chief mourners tenderly lifted



the body on to the hearse and this and the ambulance-wagons, full of mourners, started for the burning ghat.

The road soon left the main city and entered a little English village. A different scene this from a village in Northern India : cottages of brick and stone with sloping slate or tiled roofs and little gardens in front of several of them. In the middle of the village was an English church, and a large level patch of green grass—the village green or playground—at the farther end, between it and the road, and a pond with ducks paddling and swimming about in it, owned by one of the villagers. As the funeral procession moved slowly down the main street and past the church and the pond, the village women came out of their cottages to see a sight so strange in England ; and as the wagons rumbled past them, the men on the street stopped and took off their hats, as is the custom in England when a funeral passes by.

Some way beyond the village the procession left the main road and turned along a track that led past some ploughed fields, up hill, to a little cleft or valley in the slope of the down ; and here, some way below a small iron building, the procession stopped.

This was the burning ghat of the Indian troops. At the foot of the hill, the mourners

clambered out of the wagons, and with much chattering, lifted the body down from the hearse. Then the procession began to climb the hill on foot, the mourners chanting, as they went, the funeral verses from the Veda. On reaching the ghat, some one unlocked the gate, and the company entered the little enclosure.

Inside were three platforms of cement. One of these they carefully swept and sprinkled with water to purify it for the funeral rite. Then they heaped on it blocks of wood for fuel. Meantime the dead body lay outside on the grassy hillside, under its brightly-coloured pall and its white blossoms. The mourners now gathered round it—it was sprinkled with clean water, the face was again laid bare, and a little honey and ghi, and tiny bits of the eight metals and other objects were passed between the lips. Then the mourners gathered round in a semi-circle and squatting on their haunches with hands folded and eyes downcast began to chant the funeral dirge.

At last came the time of burning and the ceremony of *Karan* which accompanies it. The preparation for this had taken some time ; for four kinds of things—scent, food, sweetmeats, and medicines—had all to be got ready. Some of the company had been melting ghi, some preparing the raisins,

the almonds, and other food. When all was ready the body was laid on the pyre and over and round it were heaped more and more blocks of wood and much straw. Then crystals of camphor were lighted in a spoon at the end of a long pole, and when they were well on fire and flaming, were poured on the centre of the pyre. When this had caught fire a torch of camphor and straw was kindled at the flame, and the four corners of the pyre were set alight. Melted ghi was poured here and there and soon the whole pyre was ablaze. While it blazed the mourners kept tossing on it little pinches of ghi mixed with grains and fruits and spices. It kept alight some time, and next day when the friends of the dead went back they found nothing but a few fragments of his larger bones and some ashes. Some of these they took back to the hospital and put them into a little wooden coffer bearing the dead man's name. And in time the coffer was sent to his family in India ; and from the Sussex downs his ashes returned home to be sprinkled on the breast of some Indian stream.

*Such was the funeral of Radha Kishen who died in the service of his country, though not on the field of battle, yet doing other duties perhaps less glorious but not less useful. Many others of his countrymen have like*

wise given their lives to what they thought right, and, in so doing, have strengthened the ties that bind India and England together.

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## EXERCISES.

### CHAPTER I.

1. Learn the following sentences. Notice how the words in italics are used :—
  - (a) This name he *hands* on to his children.
  - (b) Food *makes for* warmth in the body.
  - (c) *As a rule*, they start with breakfast.
  - (d) *All members of my family* live in Lahore.
2. Put prepositions in the blank spaces :—
  - (a) This book treats.....illnesses and their cures.
  - (b) I should like to exchange my horse.....yours
  - (c) I should like to exchange horses.....you.
  - (d) His father chose the book.....him.
  - (e) I spoke.....him sharply.
  - (f) The sun rises.....the morning and sets  
.....the evening.
3. Contrast the vernacular for :—
  - (a) Relatives and friends call each other by their Christian names.
  - (b) She marries him.
  - (c) He marries her.
4. Explain the difference in meaning between :—  
Friends, acquaintances and correspondents.
5. What are porridge, pudding and soup ? Use these words in sentences.
6. Describe the meals you have at home or in your boarding house.

## CHAPTER II.

1. Learn the following sentences. Notice how the words in italics are used :—

- (a) Christmas *falls* on December 25th.
- (b) They give *one another* presents.
- (c) The children have been *saving up* their pennies.
- (d) The bells are ringing in some church *near by*.
- (e) Try to *make out* what all the presents are.
- (f) Father Christmas comes into the room at *head of* *the* *crowd*.

2. Form sentences using the expressions :—

Commemorate, suitable, in order to, can you make out, armfuls, it is usual, make merry, adds to.

3. Learn by heart :—

- (a) A tree *which* is covered with leaves *all* the year round is *called* an *evergreen*.
- (b) This *gives* a bright and cheerful appearance to the scene, and *adds to* the *feeling* of festivity.

Parse the words in italics and compare the adjectives and their opposites.

4. What is the English climate like at Christmas time ?

Bring the following words into your answer :—

Severe, freeze, frost, snow, ice.

5. Give an account of the chief festival of your religion.

## CHAPTER III.

1. Practise the uses of prepositions in :—

Full *of* ; burst *out into* bud ; divided *by* . . . . . *from* ;  
climb *over* a stile ; climb *up* a hill ; separated *by* . .  
*from* ; interfere *with*.

2. Use in sentences :—

In consequence ; retain ; situated ; *follow* ; *in earnest*.

3. Give the vernacular equivalents for words in italics in 1 and 2. What parts of speech are they ?

4. What parts of speech are the following :—

Variety ; varied ; various ; charm ; charming ; *charma-*  
*ingly* ; background ?

5. (a) Describe the country surrounding your home.

(b) What is a *budget* ? What is its use ?

## CHAPTER IV.

1. Study the following groups of words :—
  - (a) *All the same.*
  - (b) *More often than not.*
  - (c) *To own in common.*
  - (d) *An inn or two.*
  - (e) *Much as* in an Indian dak-bungalow.
  - (f) *As* 'The Lamb' or 'White Horse.'
  - (g) *Much larger than appears* in this picture.
2. Put prepositions in the blank spaces :—
  - (a) The garden was surrounded.....a fence.
  - (b) I provided him.....a day's food.
  - (c) The priest looks.....the poor.
3. Revise words and expressions connected with storms, thunder and lightning.
4. Put into the passive :—
  - (a) He paints the sign-boards brightly.
  - (b) Ducks hunt for frogs and insects in the water.
  - (c) He looks after the poor people of the place.
5. Describe a motor-car, if you have ever seen one.
6. How do ducks spend their day, and what do they eat?
7. Give the vernacular for, and use in sentences : all the same ; such ; sometimes.
8. Give a list of common occupations by which men earn a living.
9. Form other parts of speech from : attract ; notice ; intense ; probable ; separate.
10. Analyse :—
  - (a) All children in England are compelled by law to attend school.
  - (b) In the holidays the village children help the farmers with the field-work.
11. Describe the house you live in, and how it is built ; compare it with what you know of an English cottage. Bring in the words : storey ; two-storeyed ; plaster ; bricks ; mud ; slate ; bake.

## CHAPTER V.

## 1. Study the following groups of words :—

- (a) *It must strike you that.....*
- (b) *It is difficult to get any idea.*
- (c) *High and dry.*
- (d) *At the risk of breaking his neck.*
- (e) *Out of his depth.*
- (f) *To serve as a warning.*

## 2. Use in suitable sentences :—

Consider how : acquainted with : warned of : serve as : accustomed to : night after night.

3. Describe the meaning and use of a *landship*, using the words—Coast : put out : run the risk : safeguard : unseen : foggy : visible : warning : spray.

## 4. Learn the first sentences of the lesson by heart.

## 5. Put into the active voice :—

- (a) They are much prized by children for their pretty shapes.
- (b) The boy was caught by the retreating tide.
- (c) He was washed away out of his depth by the waves.

## 6. Describe an imaginary landship, and tell of the damage it did.

## CHAPTER VI.

## 1. Study the following groups of words :—

- (a) Of *but little* use for cultivation.
- (b) *Many a hen* has come to grief.
- (c) *Take a pride in.*
- (d) *Play.....to their hearts' content.*
- (e) *He lends a hand.*
- (f) *Bence's wiles.*
- (g) *A little of everything.*
- (h) *To look after the shaggy pony.*
- (i) *Plenty of work to be done.*
- (j) *The sooner.....the sooner.*

2. Conclude the paragraph as —
  - (a) Hard work to make both ends meet.
  - (b) Too little to show for their pains.
3. Derive some of —
  - (a) So — — — as.
  - (b) So — — — called.
  - (c) Very fond of.
  - (d) Have to be.
4. Learn by heart —
  - (a) Sometimes their work is good and they return with a better look, and sometimes they have but little to show for their pains.
  - (b) The garden looks good and cared for and is strewn with vegetables and flowers.
5. Describe your brother or sister (a) in appearance, (b) in character.
6. Translate the passage in Italian in Chapter V f and practice the passive infinitive with 'have' (have to be washed, etc.), contrasting the infinitive with the English nouns.
7. Learn the poem by heart.
8. How do you help with the work of your home in out-of-school hours?
9. Put into the active voice —  
The children have to be looked after, and the dinner cooked, and the clothes washed and mended, and the fire and baked by the women.
10. Analyse —  
Next in age to Dick is Mary, the youngest.

## CHAPTER VII

1. Study the following groups of words —
  - (a) Some outdoor games or other, (Venezianer sportanti.)
  - (b) Men and children slide.
  - (c) A smaller ground will do.
  - (d) Very light for its size.
  - (e) Twenty-two in all.

- (f) A goalkeeper is sometimes called 'goal' *for short*.
- (g) He does not *keep* to the exact spot.
- (h) Know *pretty well*.
- (i) To *pick up the rules*.
2. Use in sentences :—  
 More or less ; half as wide ; twice as long ; at a guess ;  
 beforehand ; score a goal ; in front of ; succeed in ; it  
 is usual ; I dare say ; besides.
3. Parse the words in italics in Chapter VII.
4. What do you mean by :—  
 Losing the toss ; kicking off ; scoring a goal ?
5. Take any coin and describe the design on both sides of it.
6. Turn into interrogative sentences, that is, sentences which  
 ask a question :—  
 (a) He would get no exercise.  
 (b) He keeps to his part of the field.
7. Learn by heart :—  
 (a) I picked up Urdu, by living in India and hearing  
 it spoken.  
 (b) We tossed for sides and I won.
8. What is an umpire ; a linesman ; a goalkeeper ; a  
 centre forward ; a back ?
9. What is the object of the two teams in a game of football ?  
 Explain why each player has a special place on the  
 field.
10. Write an account of any football game you have ever seen  
 or played in.

## CHAPTER VIII.

1. Study the following groups of words :—  
 (a) *At the rate of* so many miles an hour.  
 (b) *Difficult to make any way at all*.  
 (c) *To say nothing of* cooks, etc.
2. Contrast the vernacular equivalents for :—  
 (a) Living, *as they do*, on an island, the sea protects  
 them.  
 (b) *If only I could drink a cup of water, I should not*  
 die of thirst.  
 (c) *If I only drink a cup of water, I feel hungry*.

2. Notice the English use of 'however' in :—

*However* hot it is outside, this room is always cool.

3. Give synonyms for :—

Employ, hardy, sufficient.

What parts of speech are they ?

4. Explain the difference between a sailing vessel and a steamship :—

(a) in appearance.

(b) in working.

(c) in usefulness.

### CHAPTER IX.

1. Put the italicised words in sentences of your own :—

(a) He was obliged *to give in*.

(b) To *make the most of*.

(c) *To his heart's content*.

(d) A quarter of an hour *or so*.

(e) Jack *read out as follows*.

(f) There were trains *to look up*.

(g) They talked of *how jolly* it would be.

(h) Their father *saw them off* in the train.

(i) The train *drew into the station*.

(j) We must *look sharp*.

(k) They *shook hands* with her.

(l) Did *full justice* to.

(m) He *did his best*.

(n) Try *as he would*.

(o) *Take your time*.

(p) They were soon quite *at home*.

2. Use in sentences :—

News ; invited ; spend ; enclosed ; dull ; short-handed ;  
need ; start.

3. Translate into the vernacular the passages in italics in this chapter.

4. Write a letter from Jack to his mother, telling of the journey and safe arrival.
5. Look well at the picture and describe anything in it not mentioned in the story.
6. Revise words denoting relationship, in masculine and feminine.
7. Give an account of the last harvest in your village. Did you help? If so, say how.

## CHAPTER X.

1. Study the following groups of words :—

- (a) *From twelve to twenty.*
- (b) *In the very heart of the city.*
- (c) *We go but slowly.*
- (d) *Half-way over.*
- (e) *We come to a standstill.*
- (f) *Only a stone's throw.*
- (g) *Let us see for ourselves.*
- (h) *Here we are again in no time.*
- (i) *In store for you.*

2. Use in sentences :—

Spare (verb), spare (adj.), sparingly; strict (adj.) strictly; empty (verb), empty (adj.); crowd (noun) crowd (verb), crowded; convey, conveyance; choose, choice; direct, direction, directly.

3. Learn by heart and translate the passages in italics in Chapter X.

Practise the use of :— no one ....but; in charge of; to keep order; kept as; very well off; the train is off; to waste time.

4. Analyse :—

- (a) An omnibus is a public conveyance with covered sides and a roof.
- (b) We pay our fares to the conductor and receive a ticket in exchange; the driver starts the engine and we move off.

5. Write six questions about London suggested by this lesson.

6. Write two sentences expressing surprise at what you have been told about London.
7. Describe a scene in any city known to you.
8. Describe your village with the help of a plan. Give a full description of the main street, dealing with the road, its width and condition; the houses, their size, height and appearance; yards, the animals you see in them; trees, turnings and shops.

## CHAPTER XI.

1. Study the following groups of words :—
  - (a) *To come across* people.
  - (b) He *comes to know* what you say.
  - (c) It begins *to dawn upon* him.
  - (d) *To make up for*.
  - (e) *By making the best of* those which he does.
2. Use in sentences :—
 

However; imitate; facing; so far as; partly.....  
 partly; connect with; for instance; any.....  
 whatever; to long for.
3. Learn by heart some of the passages in italics in Chapter XI, and translate into the vernacular.  
 Give the third person singular of the past tense of all the verbs in these passages.
4. Find the sentences in this chapter which have expressions of the same meaning as :—
  - (a) 'To express all one's ideas in words.'
  - (b) 'Lulled us to sleep by her singing.'
  - (c) 'To make unfamiliar sounds.'
  - (d) 'Very much as you and I do.'
5. Name some occupations which you think suitable for deaf and dumb people, and give your reasons.

## CHAPTER XII.

1. Study the following groups of words :—
  - (a) It *turns* black.
  - (b) *As a matter of fact*.

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2. Revise uses of :—

Whether.....or ; used for ; according to ; at any rate ; employed ; even if ; some.....others ; the use of ' let ' with an infinitive (without letting it burn).

3. Translate and learn by heart the passage in italics.

Practice use of : such.....as ; at will ; or (used for otherwise).

4. Analyse :—

(a) In cold countries people spend the greater part of the day inside their houses.

(b) In England wood is not easily obtainable by poor folk.

5. Describe the various kinds of fuel used in your village, and how they are made or obtained.

### CHAPTER XIII.

1. Study the following groups of words :—

(a) All ready *to hand*.

(b) *You are bound* to have seen it.

(c) *In order to*.

(d) *Some or other*.

(e) *Such and such* a mine.

2. Give synonyms for : gigantic, minute, recede, induce.

Give antonyms for : smoulder, gradually, future, near at hand.

3. Use in suitable sentences :—

Covered with ; conclude from....that....the cause of.....; particularly ; prop up ; lack of ; escape.

4. Learn by heart the passage in italics in Chapter XIII, and translate it into the vernacular.

5. Put into the passive voice :—

Formerly coal-miners used candles.

Now miners use a lamp.

Each man wears one of these lamps in his cap.

6. Put into the interrogative :—

Coal dust catches fire easily.

Brave fellows go down into the mine.

Coal gives off dirty smoke.

7. Write an account of a rescue party which went to look for buried miners after an explosion in a mine, using the words: shaft, cage, conclude, passage, blocked up, shouts, faint, replies, set to work, pick, rubbish, at length, succeeded, opening, crushed, precautions, safety lamp, rescue, surface, starvation, thirst, recover.

## CHAPTER XIV.

1. Study these groups of words :—
  - (a) Show you *round* during your stay.
  - (b) *Talk it over* with your father.
  - (c) I am sorry to *give* you such short *notice*.
  - (d) *See his way* to agreeing.
  - (e) Not *room* to *turn round*.
2. Give vernacular equivalents for :—
  - (a) Please remember me to your father.
  - (b) Needless to say Ahmad was delighted.
3. Learn by heart and translate into the vernacular the passage in italics in Chapter XIV.  
Practise the uses of : In an hour and a half's time ; it promises to be ; get a bath.
4. Use in sentences : In a few days' time ; accustom oneself to ; see about ; due to ; distinguish from ; take care to.
5. Write Ahmad's answer to Mr. Newton's invitation.

## CHAPTER XV.

1. Learn the following sentences. Notice how the words in italics are used :—
  - (a) They *looked most* inviting.
  - (b) This opinion was *by no means* shared.
  - (c) Everyone *cheered up*.
  - (d) He then understood *what* the boats *were for*.  
(Vernacular equivalent).
2. Learn by heart and translate the passage in italics in Chapter XV.  
Practise the uses of : To give an alarm, from time to time, to go through.

3. Give synonyms for the words italicized in the following passage :—

This *necessitated getting up* very early, however, for soon after *daybreak* every morning the crew *arrived* with *pails* of water and a hose-pipe and *began to scour* and *swill* the decks from *one end to the other*.

4. Write a letter from Ahmad to his younger brother describing the ship and life on board.

#### CHAPTER XVI.

1. Learn the following sentences and groups of words. Pay special attention to the way the words in italics are used :—

(a) There was *just* time to hire a boat.

(b) *Some little way* from the landing stage.

(c) To tie up....while they *crossed*.

(d) *Apart* from the main street.

(e) *Only too glad to leave* the ship.

(f) They were *glad of* the warmth of their cabins.

2. Learn by heart and translate into the vernacular the passages in italics.

Practise : To get the better of, to look forward to.

3. Describe the various compartments in an Indian train.

#### CHAPTER XVII.

1. Learn the following sentences. Notice how the words in italics are used :—

(a) What do the people *do for* shade in the winter ?

(b) It is very lucky that the leaves *do* fall off.

(c) It gets only a very short *start* of the spring-sown grain.

(d) Ahmad's *attention was caught* by something he *saw* outside.

2. Use in sentences: scarcely ; so much so that ; already ; famous for ; separated from ; join to ; instead of.

3. Translate and compare the vernacular for :—

(a) The pretty gardens had been *replaced by* tiny backyards.

- (b) That is the *nearest approach* to country they ever see.
- (c) *A good deal* is done now-a-days to help these poor children.
4. Put into the active voice :—
- (a) The town was soon left behind and they came to cultivated fields.
- (b) The fields were separated from one another by hedges.
- (c) Heavy vans were being drawn by powerful cart horses.
5. Imagine that you arrive at an Indian railway station ten minutes before your train is due. Describe the scene, beginning, 'On my arrival at the station.....' and ending, 'The train puffed out of the station.'

## CHAPTER XVIII.

1. Learn the following sentences and groups of words. Notice the use of the words in italics :—
- (a) Their *teeth* chatter.
- (b) They *fit* on long pieces of wood.
- (c) *To roam* at large.
- (d) So hardy that they can *stand* the severe winter.
2. Use in suitable sentences :—
- Throw off ; put on ; convert into ; even so ; all the year round ; practically nothing.
3. These dogs can work in the lowest temperatures on practically nothing to eat. (Analyse this sentence.)  
Give vernacular equivalent for 'practically nothing.'
4. Conjugate in the present tense :—
- I doubt it.
5. Write a story of a frosty morning and how the country looked, using the words : Temperature, degree, frost, thaw, frozen, shiver, chatter.
6. Would you prefer to live in a cold country or a hot one, and why ?

## CHAPTER XIX.

1. Learn the following groups of words and sentences, paying particular attention to the words in italics :—
  - (a) *As a matter of course.*
  - (b) Their roundness *tends to hide* their muscles.
  - (c) They delight in *playing tricks* on each other.
  - (d) *It is no use* being vexed.
  - (e) Perhaps *once in a while.*
  - (f) *It is no good pretending.*
- 2 Place a suitable preposition in front of each of the following words :—  
 consist ; share ; take care ; delight ; vexed ; fill ; full.
3. Put the following groups of words into sentences :
  - (a) Easy to learn.
  - (b) It is no good *pretending.*
4. Learn by heart sentences in italics in Chapter XIX.
5. Describe the character of an Eskimo and compare it with that of a Punjab Zamindar.
6. How tall are you ? What should you think is the average height of (a) the men, and (b) the women in your village ?

## CHAPTER XX.

1. Study the following groups of words and sentences. Notice the use of the words in italics :—
  - (a) In *whatever* direction you may look.
  - (b) *Crowned with success.*
  - (c) They were *crushed to pieces.*
  - (d) *As safe a spot as possible.*
  - (e) They lay *as if* on shelves.
  - (f) *Due north.*
  - (g) *With might and main.*
  - (h) *So many men to each sledge.*
  - (i) Teams of six dogs *each.*

(j) Could *bid defiance* to wind and weather.

(k) *I had* another of the dogs *killed*.

(l) *Weather permitting*.

(m) I turned *in* for a few hours.

2. Use in sentences :—

Under such conditions ; one and all ; in hopes of.

Practice this use of the passive infinitive.

3. Learn by heart :—

Then when he thought there was *nothing more to be gained* by further delay he made ready for his great venture.

Notice the use of the Passive infinitive.

4. Put into direct speech :

(He asked the Eskimos) whether they would accompany him on his journey to the North Pole (telling them that) if they were faithful and brave they would receive many presents on their return.

5. Form nouns from : intend ; complete ; celebrate ; brief ; encourage ; and adjectives from : disaster ; autumn ; winter ; geography ; energy.

6. Translate into the vernacular the passage in italics.

7. Say what difference it would make to your daily life if there were no sun.

## CHAPTER XXI.

1. Study the following sentences, paying attention to the words in italics :—

(a) He would not *stand in his way*.

(b) They had no *taste for food*.

(c) Working *their utmost*.

(d) *Full to overflowing*.

2. Use in sentences :—

Start (noun), to start (for, to, out) ; owned by, my own, owner of ; a pinch of, to pinch ; on reaching ; sprinkle with, a sprinkling of ; to get ready ; to catch fire.

3. Put in the past tense ;  
I know that you will always try to do your best.
4. Learn by heart and translate into the vernacular the passages in italics in Chapter XXI.  
Practice in sentences : *now and then ; on the whole ; besides ; such ; though.... yet ; perhaps.*
5. What do you understand by :—  
A photograph, cement, camphor, ambulance ?
6. Would you rather be a doctor than a soldier ? Give reasons for your answer.
7. Describe the rite of a funeral in India (Mohammadan Hindu or Sikh).

Ghulam Nabi

Sold by Ghulam

Ghulam Nabi



